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ABSTRACT

This "Almanac" provides an overview of the external quality review process, its practice and structure, its participating organizations and agencies, and its role in the self-regulation of higher education in the United States. It presents information about all the major participants in external quality review and documents the range and capacities of existing assessment procedures. An overview discusses recognized accreditors and the state and federal roles in the quality review of higher education. A section on "CHEA Information" describes the Council for Higher Education Accreditation and its operations. The "Directories" section contains information about accrediting agencies, grouped into: (1) regional accrediting organizations; (2) national accrediting organizations; (3) specialized and professional accrediting organizations; and (4) state agencies and accrediting organizations recognized for special purposes. Also included are a directory of state higher education executive officers and a directory of ranking services. (SLD)

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Quality Review

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2001

CHEA Almanac of External Quality Review

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A comprehensive source of information about participants in external quality review of higher education in the United States.

CHEA 2000 Facts & Figures

The Council for Higher Education Accreditation is a private, nonprofit, national organization that coordinates accreditation activity in the United States.

- Largest institutional higher education membership organization in the United States with 3,000 colleges and universities.
- 60 participating national, regional, and specialized accrediting organizations.
- Governed by a 17-person board of college and university presidents, institutional representatives, and public members.
- Primary national voice for voluntary accreditation and quality assurance to U.S. Congress and U.S. Department of Education.
- National leader in identifying and articulating emerging issues in quality assurance.
- Authoritative source of data and information about regional, national, and specialized accreditors.
- Scrutiny and certification ("recognition") of the quality of regional, national, and specialized accrediting organizations.

The Council for Higher Education Accreditation Mission Statement

The Council for Higher Education Accreditation will serve students and their families, colleges and universities, sponsoring bodies, governments, and employers by promoting academic quality through formal recognition of higher education accrediting bodies and will coordinate and work to advance self-regulation through accreditation.

(1996)

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The Council for Higher Education Accreditation (CHEA) is a private, nonprofit national organization that coordinates accreditation activity in the United States. CHEA represents more than 3,000 colleges and universities and 60 national, regional, and specialized accreditors.

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Council for Higher Education Accreditation
One Dupont Circle, NW, Suite 510
Washington, DC 20036-1135
tel: (202) 955-6126 • fax: (202) 955-6129
e-mail: chea@chea.org
www.chea.org

CHEA Almanac of External Quality Review

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The *Almanac* lists accreditors that are or have been recognized by the U.S. Department of Education or are participating or recognized organizations in the Council for Higher Education Accreditation.

Council for
Higher Education
Accreditation

One Dupont Circle NW, Suite 510
Washington, DC 20036-1135

tel 202.955.6126
fax 202.955.6129

e-mail chea@chea.org
web www.chea.org

August 2001

Dear Colleague:

It is with great pleasure that the Council for Higher Education Accreditation (CHEA) presents its *2001 CHEA Almanac of External Quality Review*. CHEA updates the *Almanac* biannually to keep parties interested in accreditation and higher education accurately informed about key features and participants in external quality review in the United States.

Significant changes are affecting higher education and challenging those of us engaged in accreditation and quality assurance as well. Distance learning, new and different types of higher education providers, the growing internationalization of higher education and expanding access all make these exciting and provocative times for assuring quality.

We hope that you will find the CHEA *Almanac* a valuable resource.

Thank you,

Judith Eaton
President

Chapter I

Introduction to the Almanac

Quality Review in American Higher Education

The American system of higher education is the most diverse in the world. It encompasses private vocational schools and public open-access community colleges, research universities, and public and private four-year institutions. Higher education providers can be found in the for-profit sector as well as in the public and private nonprofit sectors.

Higher education quality review in the United States is a similarly diverse enterprise. Unlike most countries, the United States has no centralized "Ministry of Education" to enforce national standards. Instead, the functions of quality review are performed variously by federal and state government agencies, nonprofit nongovernmental organizations, and for-profit services. The result is a set of arrangements for external quality review that are neither unified nor coordinated—a loose, decentralized approach that may be seen as contributing to the richness and vitality of American higher education or, alternatively, as a weakness and source of conflict in the system. Whether dynamic and responsive or *ad hoc* and episodic, this approach to quality review both reflects and helps to shape this country's unique higher education system.

External and Internal Quality Review

External quality review refers to activities undertaken by organizations or agencies outside of a college, university, or program to measure, validate, or certify its quality. External review takes many forms, as subsequent chapters will attest, from accreditation to federal data collection, and from state accountability and licensure reviews to survey-based rankings of institutions. The purposes of external review are also manifold, and include promoting institutional accountability, ensuring that institutions meet specific certification or licensing requirements, establishing the eligibility of institutions to offer degrees and certificates, enabling institutions or programs to receive public funding, enforcing minimum financial and administrative standards, providing consumers with information on which to base education-related decisions, and—last but hardly least—improving quality within institutions and programs.

External reviews are by no means the sole, or even the primary, form of quality assurance in higher education. Internal reviews for quality have long been part of the culture of higher education. Tenure and promotion reviews, peer reviews of research, student evaluations, and program reviews are examples of this tradition. Governing boards also play an influential quality assurance role. In general, internal reviews are linked more closely than external reviews to institutional planning processes, decisions about resource distribution, and the setting of new program priorities.

The Purpose of the Almanac

This *Almanac* provides an overview of the external quality review process—its practice and structure, its participating organizations and agencies, and its role in the self-regulation of higher education in the United States. By making information about quality review more widely available, the *Almanac* also seeks to contribute to ongoing discussions among policymakers, members of the public, and educators about quality in higher education.

In sum, the goals of the *Almanac* are to:

- *Provide information* about all the major participants involved in external quality review, thereby offering readers from within as well as outside the higher education community a single sourcebook on how institutions and programs are assessed;
- *Promote understanding* of external quality review by documenting the range and capacities of existing assessment procedures and by describing their relative roles in quality assurance;
- *Encourage information sharing* among the various participants in quality review, in order to reduce

the duplication of reporting efforts and to minimize the administrative and record-keeping requirements for higher education institutions and programs; and

- Develop a research database on quality review procedures in higher education.

Scrutiny for academic quality is inherently difficult; all the more so when the academic enterprise in question is as complex and multifaceted as American higher education. It is the premise of this *Almanac*, however, that the complexity of the quality review process should not preclude its comprehensibility.

What the *Almanac* Is Not

The *Almanac* is not a theoretical discourse on quality in higher education, nor does it encompass all aspects of higher education quality review (internal review processes, as indicated above, are not covered here). It does not attempt to evaluate the relative effectiveness of different forms of external quality review.

The *Almanac* is also not designed to serve as a resource for readers seeking information about particular higher education institutions or programs. But by learning how institutions and programs are reviewed for quality—by learning what definitions and expectations of quality have been applied—readers may better understand what it means for a given institution or program to be accredited or licensed. Similarly, by acquiring a better understanding of the types of data that are collected and evaluated by various external reviewers, readers may be equipped to ask more appropriate questions themselves and to reach more informed conclusions about institutional performance in such areas as student retention and graduation rates.

Chapter II

Recognized Accreditors

Accreditation is one of the chief forms of external quality review. It is a nongovernmental process, and differs from other external review processes in that it is essentially a peer evaluation. Decisions about quality are based on the review of evidence—including written reports from the institution or program being evaluated, as well as site visits and interviews—and on the judgments of informed experts. For the most part, accreditation standards are applied in the context of an institution's or program's mission.

Accreditation is designed to serve three purposes:

- to assure the quality of institutions and programs;
- to encourage the improvement of institutions or programs that have already met basic standards, through continued focus on goals and achievements; and
- to certify institutional or program sufficiency as required for the receipt of public funds and for institutional licensure by states, and as a partial basis for decisions about the transfer of academic credit from one institution or program to another.

"Recognition" of Accreditors

Accrediting organizations are established as *bona fide* and their own competence certified through a process known as "recognition." Recognition of accrediting organizations is performed both by the federal government, through the U.S. Department of Education (USDE), and by a nongovernmental organization, the Council for Higher Education Accreditation (CHEA). Prior to 1996, nongovernmental recognition was provided by the Council on Postsecondary Accreditation (COPA) and its successor organization, the Commission on Recognition of Postsecondary Accreditation (CORPA).

In order to be recognized by either USDE or CHEA, an accrediting organization must meet requirements designed to ensure that it is a reliable authority on educational quality.

CHEA Recognition Standards.* CHEA's standards are focused primarily on the accrediting organization's ability to promote academic quality and quality improvement. A majority of the institutions or programs accredited by CHEA recognized organizations must be degree-granting. Accreditors seeking CHEA recognition must demonstrate the quality of their accreditation activities and their value to higher education and the public interest.

The standards require accreditors to:

- *Advance Academic Quality.* Advancing academic quality is at the core of voluntary accreditation. "Academic quality" refers to results associated with teaching, learning, research, and service, within the framework of institutional mission.
- *Demonstrate Accountability.* The accrediting organization must demonstrate public accountability in two ways. It must have standards that call for institutions to provide consistent, reliable information about academic quality and student achievement and thus to foster continuing public confidence and investment. Second, the accrediting organization itself must maintain and encourage public involvement in its decision making related to quality and accountability. Representatives of the public may include students, parents, persons from businesses and the professions, elected and appointed officials, and others.
- *Encourage Purposeful Change and Needed Improvement.* The accrediting organization must

* The following language illustrates the CHEA recognition standards and is not the full or official policy. Please consult the CHEA *Recognition Policy and Procedures* at *www.chea.org* for the formal policy language that is used in CHEA recognition reviews. This policy was adopted by the CHEA board of directors in September 1998.

encourage, within its institutions, planning for purposeful change and scrutiny for needed improvement through ongoing self-examination. Such planning and self-scrutiny shall entail thoughtful assessment of quality (especially student achievement) in the context of the institution's mission. Encouragement of such planning and self-scrutiny should not be confused with a demand for additional resources. Such planning and self-scrutiny are means to enhance the usefulness of accreditation, notably for institutions with a long history of successful accreditation that wish to use the review to help address specific institutional changes and improvement goals they have identified.

- *Employ Appropriate and Fair Procedures in Decision Making.* The accrediting organization must maintain appropriate and fair policies and procedures that include effective checks and balances. The accreditation process shall include ongoing participation by higher education professionals and the public in decision making about accreditation policies and procedures.

- *Continually Reassess Accreditation Practices.* Even as higher education institutions undertake self-assessment to maintain and improve quality, accrediting organizations need self-scrutiny of their accrediting activities, including review to determine if resources are adequate to accomplish the accreditor's mission. Such review should also include examination of the accreditor's impact on institutions and responsiveness to the broader accreditation community, including its willingness to conduct cooperative institutional reviews with accreditation colleagues.

An accreditor seeking CHEA recognition is required to provide evidence that these standards have been met. The nature of the evidence may vary, depending on the type of institutions or programs that the accrediting organization reviews.

USDE Recognition Standards. Higher education institutions and programs wishing to participate in federal student aid or other federal programs must be accredited by a federally recognized accrediting organization. The USDE recognition process is described in Chapter IV, where the federal role in quality review is also discussed. For purposes of comparison with CHEA's recognition standards, the USDE standards are listed here. These standards focus on the kinds of criteria or standards that accrediting organizations are to employ in their quality reviews. An accrediting organization that seeks USDE recognition must maintain criteria for the institutions or programs it evaluates in at least the following areas:

- success with respect to student achievement in relation to mission, including (as appropriate) measures of course completion, state licensing examinations, and job placement rates;

- curricula;

- faculty;

- facilities, equipment, and supplies;

- fiscal and administrative capacity as appropriate to the specified scale of operations;

- student support services;

- recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising;

- measures of program length and the objectives of the degrees or credentials offered;

- record of student complaints received by, or available to, the organization; and

- record of compliance with the institution's responsibilities under Title IV (Student Aid) of the Higher Education Act of 1965 (HEA), as amended.

Although all federally recognized accreditors must have standards in these general areas, the way in which the standards are applied may vary, depending on the nature of the accrediting organization and the type of educational program or institution being evaluated. The standard on student achievement, for example, can be interpreted in one way when it is

Figure 1
Regional Commission Member States

* Includes American Samoa, Guam, Commonwealth of the Northern Mariana Islands, Republic of Palau, Federated States of Micronesia, and the Republic of the Marshall Islands.
** Includes Commonwealth of Puerto Rico and the U.S. Virgin Islands.

used by a regional commission to evaluate the full range of offerings from an entire institution, and in a very different way when it is used by a specialized accreditor to evaluate a program or institution that has as its mission the preparation of students for a particular occupation. To learn more about how a specific accrediting organization interprets its criteria or standards, interested individuals should contact that organization directly (contact information is available in the Directories that follow Chapter VI of the *Almanac*.)

For further information about CHEA's and USDE's recognition requirements, consult their respective Websites: *www.chea.org* and *www.ed.gov/offices/OPE/accreditation/*.

Types of Accreditors

Accreditation is carried out by two basic types of organizations:

- Institutional accreditors—*regional* and *national* accrediting organizations that review entire institutions (Chart 1); and

- Programmatic accreditors—*specialized* and *professional* accrediting organizations that review specific programs or subject area offerings (Chart 2).

Regional and national institutional accreditors review private and public four-year institutions, public and private two-year institutions, complex professional and vocational institutions, institutions offering

graduate education and research, proprietary institutions, and a large sector of training institutions. Programmatic accreditors review specialized and professional programs in a range of fields and disciplines within institutions, as well as single-purpose, freestanding institutions.

Regional Accreditors

Regional accrediting commissions are among the oldest accrediting organizations in the country. The United States is divided into six accreditation regions: New England, Middle States, North Central, Southern, Western, and Northwest. Eight accrediting commissions operate in these regions. Four of the regions have one commission each (the Middle States Association of Colleges and Schools Commission on Higher Education, for example). The New England Association of Schools and Colleges has both a Commission on Institutions of Higher Education and a Commission on Technical and Career Institutions; the Western Association has a commission for community and junior colleges in its regional jurisdiction as well as one for senior colleges and universities. All eight regional accrediting commissions review entire institutions, as opposed to programs or schools within institutions.

National Accreditors

The authority of national accrediting councils and commissions is not confined to a particular region, but rather extends to institutions of a particular type across the entire country. Some national accreditors (like the Accrediting Bureau of Health Education Schools or the Council on Occupational Education) review vocational and professional institutions, many of which are proprietary. Other national commissions (the Accrediting Association of Bible Colleges or the Association of Advanced Rabbinical and Talmudic Schools) accredit faith-based institutions. These national accreditors typically accredit whole institutions rather than programs or schools.

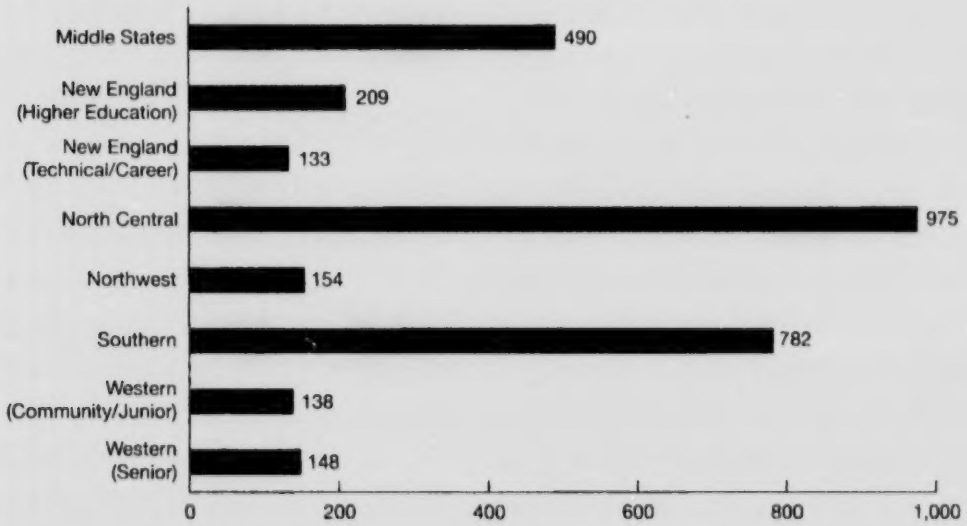
Specialized and Professional Accreditors

Specialized and professional accreditors accredit degree and certificate programs in particular disciplines or program areas. The number of specialized accrediting organizations has grown as American higher education has begun to offer an increasing number and variety of professional programs.

Specialized accreditors usually review programs or schools within institutions, although some accredit freestanding institutions dedicated to a particular profession. Most universities and some colleges

Figure 2

Number of Institutions Accredited by Regional Accrediting Organizations*



*Information provided by the accrediting organizations during the 2000–2001 academic year.

therefore carry several different accreditations simultaneously: regional or national accreditation for the entire institution and specialized accreditation for one or more professional schools or programs. When an institution is accredited by more than one organization, the institution has to identify for governmental purposes which of the organizations is its "primary" accreditor.

Specialized accreditation standards are frequently linked to the requirements for professional licensing of individuals. In many states, individuals wishing to enter certain professions (including law and architecture, among others) are required to take licensing examinations; states may also require students who sit for a licensing examination to show evidence that they graduated from an accredited institution that offers a degree or certificate in the profession.

Review Procedures

All recognized accreditors follow procedures that take institutions and programs through several stages of review, documentation, and analysis. Depending on the outcome of a review, accreditors may require additional follow-up reports. Review cycles vary, with some accreditors requiring comprehensive reviews every three years, others requiring five-year reviews, and still others requiring comprehensive reviews every ten years plus more focused mid-cycle reviews.

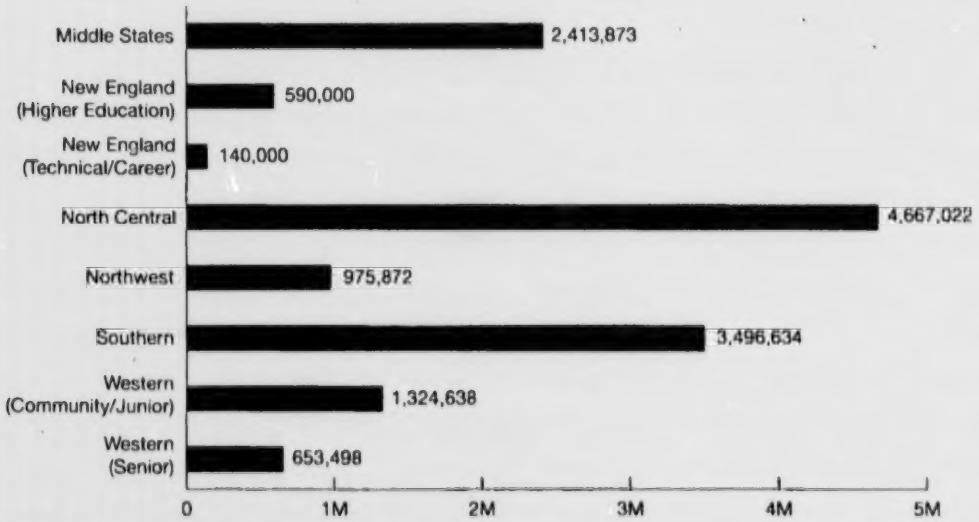
The accreditation review and decision-making process typically involves six stages.

1) Establishment of Institutional or Program Eligibility.

Every accrediting organization has certain basic requirements that institutions or programs must meet before they can apply for a review. These eligibility requirements differ somewhat from organization to organization, but all accreditors require that an institution be licensed or have authority to operate from the state in which it is located and have education as its primary purpose. In the case of regional accreditation, for example, there is a great deal of consistency among the eligibility requirements of the eight commissions: Most institutions seeking accreditation from these commissions must be degree-granting, they must have a governance structure that is sufficiently autonomous from the administration to ensure academic integrity, and they must maintain a faculty with appropriate credentials for the educational program. The regional commissions all require evidence that the institution's undergraduate curriculum is coherent and, where appropriate, includes some

Figure 3

Number of Students Enrolled in Institutions Accredited by Regional Accrediting Organizations*



*Information provided by the accrediting organizations during the 2000–2001 academic year. Enrollment numbers are by headcount.

general education components consistent with the institutional mission.

Such institutional or program eligibility requirements serve as a pre-review screen of quality, before an institution or program undertakes the more detailed self-study required by the accreditation process.

2) Institutional or Program Self-Study.
Once accepted for review, each institution or program must prepare a comprehensive self-assessment of performance based on the accrediting organization's established standards or criteria. This self-study involves the preparation of detailed written reports showing how the institution or program determines whether it meets or exceeds the standards, as well as how it plans to improve in the future. These reports may be prepared as confidential documents, although many institutions publish them after the accreditation review cycle has been completed.

3) On-Site Team Visit.
The self-study becomes the basis for scrutiny by an accrediting organization's review team during a visit to the campus. Team members have an opportunity to talk to faculty, students, staff, and administrators about issues and questions arising from the self-study. The typical review team is composed largely of peers who have some prior experience in accreditation review and some knowledge of the particular type of program or institution being reviewed. Depending on the accrediting organization, review teams may include members of the general public, representatives of comparable institutions or programs located in another region, or representatives from an altogether different sector of higher education. The team usually conducts an exit interview with the president or dean to discuss issues that have surfaced during the review.

4) Written Team Report.
The visiting team prepares a comprehensive accreditation report that includes judgments about the institution's or program's strengths, weaknesses, and potential for improvement. Staff of the accrediting organization may meet with the visiting review team to discuss the draft report. The draft report is usually shared with the campus or program leadership before it is made final. The final report is then submitted to the accrediting organization, with recommendations about what action should be taken. Often a representative from the institution or program appears before a commission when the report is discussed and accreditation decisions are made.

5) Final Decisions/Appeals.
Accrediting decisions can take several forms, from granting accreditation to revoking accredited status. If accreditation is granted and no significant questions are raised that require follow-up reporting, an institution or program will be assigned to the accrediting organization's standard review cycle, whatever that may be. All accrediting organizations permit appeals of their decisions.

6) Monitoring.
Accrediting organizations also monitor institutions and programs between reviews, and may require annual reporting, interim reviews, or substantive change reports from the institutions and programs they have accredited. Annual reporting could include financial statements and updated curricular or planning information. Interim reviews are required when issues are left unresolved from a comprehensive evaluation. Substantive change reports are typically required to document important changes in the scope, standards, or practices of an institution or program.

Figure 4

Number of Institutions Accredited by National Accrediting Organizations*

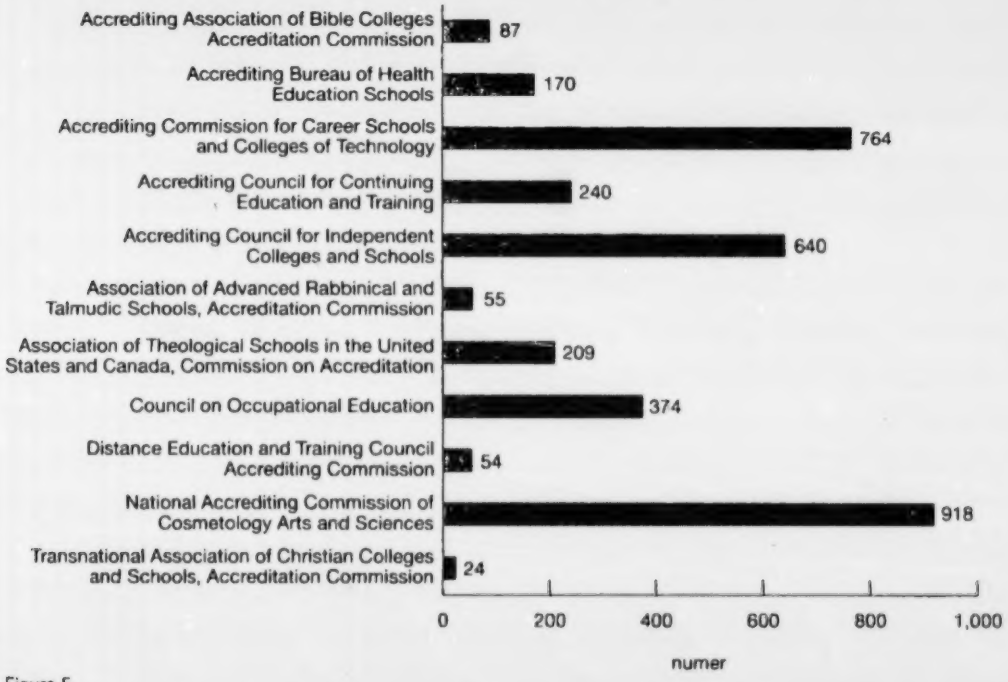
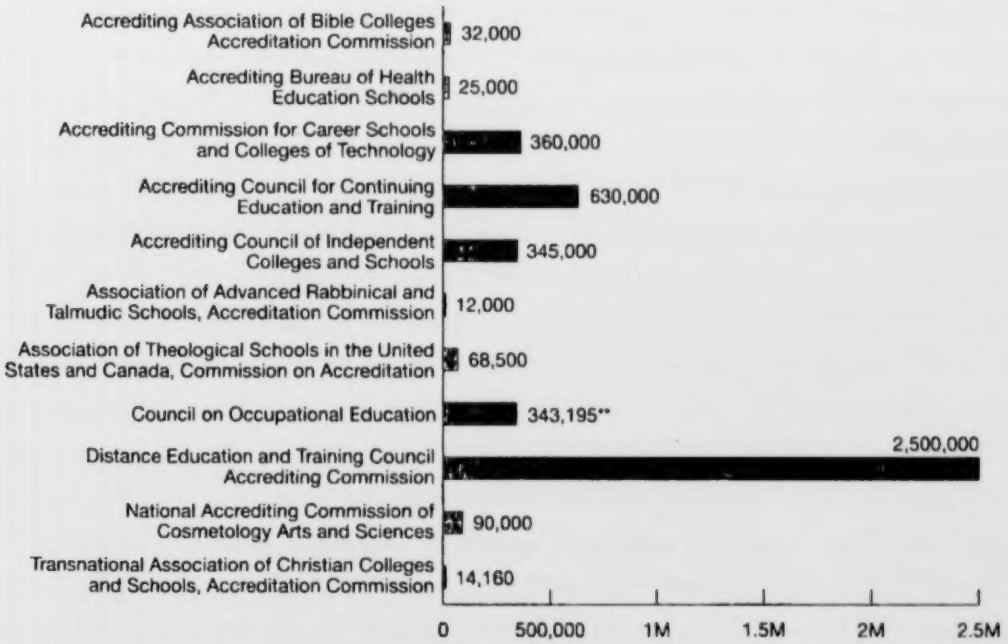


Figure 5

Number of Students Enrolled in Institutions Accredited by National Accrediting Organizations*



**Information provided by the accrediting organizations during the 2000–2001 academic year. Enrollment numbers are by headcount.*
***COE reports full-time equivalent enrollment.*

Chart 1

Institutional Accreditation

REGIONAL	Date Founded	Number of Institutions*	Number of Enrollments*
Middle States Association of Colleges and Schools Commission on Higher Education	1919	490	2,413,873
New England Association of Schools and Colleges Commission on Institutions of Higher Education	1885	209	590,000
New England Association of Schools and Colleges Commission on Technical and Career Institutions	1885	133	140,000
North Central Association of Schools and Colleges The Higher Learning Commission	1895	975	4,667,022
Northwest Association of Schools, Colleges and Universities Commission on Colleges and Universities	1917	154	975,872
Southern Association of Colleges and Schools Commission on Colleges	1895	782	3,496,634
Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges	1962	138	1,324,638
Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities	1924	148	653,498

NATIONAL	Date Founded	Number of Institutions*	Number of Enrollments*
Accrediting Association of Bible Colleges Commission on Accreditation	1947	87	32,000
Accrediting Bureau of Health Education Schools	1964	170	25,000
Accrediting Commission of Career Schools and Colleges of Technology	1967	764	360,000
Accrediting Council for Continuing Education and Training	1974	240	630,000
Accrediting Council for Independent Colleges and Schools	1912	640	345,000
Association of Advanced Rabbinical and Talmudic Schools Accreditation Commission	1973	55	12,000
Association of Theological Schools in the United States and Canada Commission on Accreditation	1918	209	68,500
Council on Occupational Education	1971	374	343,195**
Distance Education and Training Council Accrediting Commission	1926	54	2,500,000
National Accrediting Commission of Cosmetology Arts and Sciences	1968	918	90,000
Transnational Association of Christian Colleges and Schools Accrediting Commission	1979	24	14,160

**Information provided by the accrediting organizations during the 2000–2001 academic year. Enrollment numbers are by headcount.*
***COE reports full-time equivalent enrollment.*

Chart 2

Programmatic or Specialized Accreditation

ACCREDITOR	Date Founded	Number of Schools or Programs*	Number of Enrollments*
AACSB International — The Association to Advance Collegiate Schools of Business	1916	390	700,000
Accreditation Board for Engineering and Technology, Inc.	1932	2,300	Not Available
Accreditation *Commission* for Acupuncture and Oriental Medicine	1982	35	6,000
Accreditation Council for Occupational Therapy Education	1923	314	22,868
Accrediting Commission on Education for Health Services Administration	1968	67	Not Available
Accrediting Council on Education in Journalism and Mass Communications	1945	109	58,279
American Academy for Liberal Education	1992	10	10,589 (1998)
American Association for Marriage and Family Therapy Commission on Accreditation for Marriage and Family Therapy	1946	94	2,500
American Association of Family and Consumer Sciences Council on Accreditation	1909	59	Not Available
American Association of Nurse Anesthetists Council on Accreditation of Nurse Anesthesia Educational Programs	1975	84	2,404
American Bar Association Council of the Section of Legal Education and Admissions to the Bar	1893	183	131,833
American Board of Funeral Services Education Committee on Accreditation	1958	52	3,800
American College of Nurse-Midwives Division of Accreditation	1955	45	1,043
American Council for Construction Education Board of Trustees	1974	58	Not Available
American Council on Pharmaceutical Education	1932	82	Not Available
American Culinary Federation, Inc.	1929	171	20,000
American Dental Association Commission on Dental Accreditation	1975	1,350	40,000
American Dietetic Association Commission on Accreditation for Dietetics Education	1917	384	6,000
American Institute of Certified Planners/Association of Collegiate Schools of Planning, Planning Accreditation Board	1984	79	6,000
American Library Association Committee on Accreditation	1924	58	11,534

**Information provided by the accrediting organizations during the 2000–2001 academic year. Enrollment numbers are by headcount.*

Chart 2

Programmatic or Specialized Accreditation *(continued)*

ACCREDITOR	Date Founded	Number of Schools or Programs*	Number of Enrollments*
American Osteopathic Association, Bureau of Professional Education	1897	16	10,000
American Psychological Association Committee on Accreditation	1948	803	21,062
American Society for Microbiology American College of Microbiology	1899	11	11
American Society of Landscape Architects Landscape Architectural Accreditation Board	1899	75	5,600
American Speech-Language-Hearing Association Council on Academic Accreditation	1925	225	10,000
American Veterinary Medical Association Council on Education	1863	34	8,800
Association for Clinical Pastoral Education, Inc., Accreditation Commission	1967	378	6,500
Association of American Law Schools	1900	162	113,000
Association of Collegiate Business Schools and Programs	1988	261	Not Available
Commission on Accreditation in Physical Therapy Education American Physical Therapy Association	1928	496	31,983
Commission on Accreditation of Allied Health Education Programs	1994	1,989	87,500
Commission on Collegiate Nursing Education	1996	262	43,500
Commission on Opticianry Accreditation	1985	28	700
Computer Science Accreditation Commission of the Computing Sciences Accreditation Board	1985	160	Not Available
Council for Accreditation of Counseling and Related Educational Programs American Counseling Association	1981	143	Not Available
Council on Chiropractic Education Commission on Accreditation	1971	16	13,379
Council on Education for Public Health	1974	71	15,400
Council on Naturopathic Medical Education	1978	4	1,350
Council on Optometric Education	1934	136	1,500
Council on Podiatric Medical Education	1918	7	2,500
Council on Rehabilitation Education Commission on Standards and Accreditation	1972	84	3,301
Council on Social Work Education Division of Standards and Accreditation	1952	560	79,130

**Information provided by the accrediting organizations during the 2000–2001 academic year. Enrollment numbers are by headcount.*

Chart 2

Programmatic or Specialized Accreditation *(continued)*

ACCREDITOR	Date Founded	Number of Schools or Programs*	Number of Enrollments*
Environmental Health Science and Protection Accreditation Council	1967	24	2,000
Foundation for Interior Design Education Research	1970	132	12,000
Joint Review Committee on Education in Radiologic Technology	1971	660	23,000
Joint Review Committee on Educational Programs in Nuclear Medicine Technology	1970	96	1,330
Liaison Committee on Medical Education	1942	141	74,000
Midwifery Education Accreditation Council	1991	10	300
Montessori Accreditation Council for Teacher Education	1991	92	2,580
National Accrediting Agency for Clinical Laboratory Sciences	1973	620	Not Available
National Architectural Accrediting Board, Inc.	1940	112	35,000
National Association of Industrial Technology	1967	367	10,500
National Association of Nurse Practitioners in Women's Health	1980	8	250
National Association of Schools of Art and Design Commission on Accreditation	1944	219	109,757
National Association of Schools of Dance Commission on Accreditation	1981	52	3,384
National Association of Schools of Music Commission on Accreditation, Commission on Non-Degree-Granting Accreditation and Commission on Community/Junior College Accreditation	1924	576	94,307
National Association of Schools of Public Affairs and Administration Commission on Peer Review and Accreditation	1970	135	14,648
National Association of Schools of Theatre Commission on Accreditation	1969	120	17,900
National Council for Accreditation of Teacher Education	1954	512	497,000
National League for Nursing Accreditation Commission	1997	1,675	Not Available
National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation	1965	100	8,800
Society of American Foresters	1900	73	4,500
Teacher Education Accreditation Council	1997	3	235
United States Catholic Conference Commission on Certification and Accreditation	1982	33	5,000

**Information provided by the accrediting organizations during the 2000–2001 academic year. Enrollment numbers are by headcount.*

Chart 3

Recognized and Participating Organizations 2000–2001

This chart lists regional, national, and specialized accreditors that are participating or recognized organizations in the Council for Higher Education Accreditation (CHEA) and regional, national, and specialized accreditors that are or have been recognized by the U.S. Department of Education (USDE).

CHEA participating or recognized organizations must meet CHEA eligibility standards. Accreditors exercise independent judgment about whether to seek CHEA recognition. For USDE recognition, accreditation from the organization is used by an institution or program to establish eligibility to participate in federal student aid or other federal programs. Some accreditors cannot be considered for USDE recognition because they do not provide access to federal funds. Other accreditors have chosen not to pursue USDE recognition. Accreditors that were not recognized by USDE in 2000–2001 but have been recognized in prior years are identified by an asterix (*).

Because CHEA affiliation and USDE recognition depend on a range of factors, readers are strongly cautioned against making judgments about the quality of an accrediting organization and its institutions and programs based solely on CHEA or USDE status. Additional inquiry is essential. If you have questions about CHEA affiliation or USDE recognition status of an accreditor, please contact the accrediting organization.

ACCREDITOR	CHEA Participating or Recognized Organization	USDE Recognized Organization
REGIONAL ACCREDITING ORGANIZATIONS		
Middle States Association of Colleges and Schools Commission on Higher Education	●	○
New England Association of Schools and Colleges Commission on Institutions of Higher Education	●	○
New England Association of Schools and Colleges Commission on Technical and Career Institutions	●	○
North Central Association of Schools and Colleges The Higher Learning Commission	●	○
Northwest Association of Schools, Colleges and Universities Commission on Colleges and Universities	●	○
Southern Association of Colleges and Schools Commission on Colleges	●	○
Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges	●	○
Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities	●	○
NATIONAL ACCREDITING ORGANIZATIONS		
Accreditation Association of Bible Colleges Commission on Accreditation	●	○
Accrediting Bureau of Health Education Schools	—	○
Accrediting Commission of Career Schools and Colleges of Technology	—	○
Accrediting Council for Continuing Education and Training	—	○
Accrediting Council for Independent Colleges and Schools	●	○
Association of Advanced Rabbinical and Talmudic Schools Accreditation Commission	●	○
Association of Theological Schools in the United States and Canada Commission on Accreditation	●	○
Council on Occupational Education	—	○
Distance Education and Training Council Accrediting Commission	●	○
National Accrediting Commission of Cosmetology Arts and Sciences	—	○
Transnational Association of Christian Colleges and Schools Accrediting Commission	●	○

Chart 3

Recognized and Participating Organizations 2000–2001 *(continued)*

ACCREDITOR	CHEA Participating or Recognized Organization	USDE Recognized Organization
SPECIALIZED AND PROFESSIONAL ACCREDITING ORGANIZATIONS		
AACSB International — The Association to Advance Collegiate Schools of Business	●	✶
Accreditation Board for Engineering and Technology, Inc.	●	✶
Accreditation Commission for Acupuncture and Oriental Medicine	●	○
Accreditation Council for Occupational Therapy Education American Occupational Therapy Association	●	○
Accrediting Commission on Education for Health Services Administration	●	○
Accrediting Council on Education in Journalism and Mass Communications	●	✶
American Academy for Liberal Education	—	○
American Association for Marriage and Family Therapy, Commission on Accreditation for Marriage and Family Therapy	●	○
American Association of Family and Consumer Sciences Council on Accreditation	●	—
American Association of Nurse Anesthetists Council on Accreditation of Nurse Anesthesia Educational Programs	●	○
American Bar Association Council of the Section of Legal Education and Admissions to the Bar	—	○
American Board of Funeral Services Education Committee on Accreditation	●	○
American College of Nurse-Midwives Division of Accreditation	—	○
American Council for Construction Education Board of Trustees	●	✶
American Council on Pharmaceutical Education	—	○
American Culinary Federation, Inc.	●	✶
American Dental Association Commission on Dental Accreditation	—	○
American Dietetic Association Commission on Accreditation for Dietetics Education	●	○
American Institute of Certified Planners/Association of Collegiate Schools of Planning, Planning Accreditation Board	●	—
American Library Association, Committee on Accreditation	●	✶
American Osteopathic Association Bureau of Professional Education	●	○
American Psychological Association Committee on Accreditation	●	○
American Society for Microbiology American College of Microbiology	—	✶

✶ *Accreditors that were not recognized by USDE in 2000–2001 but have been recognized in prior years.*

Chart 3

Recognized and Participating Organizations 2000–2001 *(continued)*

ACCREDITOR	CHEA Participating or Recognized Organization	USDE Recognized Organization
American Society of Landscape Architects Landscape Architectural Accreditation Board	●	✱
American Speech-Language-Hearing Association Council on Academic Accreditation	●	○
American Veterinary Medical Association Council on Education	●	○
Association for Clinical Pastoral Education, Inc., Accreditation Commission	—	○
Association of American Law Schools	●	—
Association of Collegiate Business Schools and Programs	●	✱
Commission on Accreditation in Physical Therapy Education American Physical Therapy Association	●	○
Commission on Accreditation of Allied Health Education Programs	●	✱
Commission on Collegiate Nursing Education	—	○
Commission on Opticianry Accreditation	—	○
Computer Science Accreditation Commission of the Computing Sciences Accreditation Board	●	✱
Council for Accreditation of Counseling and Related Educational Programs American Counseling Association	●	—
Council on Chiropractic Education Commission on Accreditation	●	○
Council on Education for Public Health	—	○
Council on Naturopathic Medical Education	—	✱
Council on Optometric Education	●	○
Council on Podiatric Medical Education	●	○
Council on Rehabilitation Education Commission on Standards and Accreditation	●	✱
Council on Social Work Education Division of Standards and Accreditation	●	✱
Environmental Health Science and Protection Accreditation Council	—	○
Foundation for Interior Design Education Research	●	✱
Joint Review Committee on Education in Radiologic Technology	—	○
Joint Review Committee on Educational Programs in Nuclear Medicine Technology	●	○
Liaison Committee on Medical Education	●	○
Midwifery Education Accreditation Council	—	○

✱ *Accreditors that were not recognized by USDE in 2000–2001 but have been recognized in prior years.*

Chart 3

Recognized and Participating Organizations 2000–2001 *(continued)*

ACCREDITOR	CHEA Participating or Recognized Organization	USDE Recognized Organization
Montessori Accreditation Council for Teacher Education	—	○
National Accrediting Agency for Clinical Laboratory Sciences	●	○
National Architectural Accrediting Board, Inc.	—	*
National Association of Industrial Technology	—	*
National Association of Nurse Practitioners in Women's Health	—	○
National Association of Schools of Art and Design Commission on Accreditation	●	○
National Association of Schools of Dance Commission on Accreditation	●	○
National Association of Schools of Music Commission on Accreditation, Commission on Non-Degree-Granting Accreditation and Commission on Community/Junior College Accreditation	●	○
National Association of Schools of Public Affairs and Administration Commission on Peer Review and Accreditation	●	—
National Association of Schools of Theatre Commission on Accreditation	●	○
National Council for Accreditation of Teacher Education	●	○
National League for Nursing Accreditation Commission	●	○
National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation	●	—
Society of American Foresters	●	*
Teacher Education Accreditation Council	●	—
United States Catholic Conference Commission on Certification and Accreditation	—	*

** Accreditors that were not recognized by USDE in 2000–2001 but have been recognized in prior years.*

Chapter III

State Quality Review of Higher Education

State-level quality review affects both public and private higher education institutions, but it is particularly important for public institutions, because such institutions are dependent on state legislatures for a significant amount of their funding. Like nongovernmental accreditation, state quality review is typically decentralized across a number of state agencies. This division of responsibilities means that the extent of review and the kind of oversight may vary from one institutional or program type to another.

State quality review of higher education falls into two basic categories: (1) reviews for state licensure, which affect private institutions; and (2) reviews for state authority to operate and public accountability, including budget, policy, and performance reviews, which primarily affect public institutions. State accountability reviews are strongly linked to state public policy agendas and budget-setting processes. Private institutions in many states participate widely in other aspects of state policy formulation and review, though they may not be affected directly by accountability reporting.

State Licensure and Private Institutions

All private institutions must be licensed at the state level to offer degrees, credentials, or certificates. It is through licensure review that states exercise a direct form of quality control over private institutions.

Licensing laws vary considerably from state to state. Some states require only that an institution pay a fee or fees, while others perform comprehensive program and financial reviews to ensure that basic standards are being met. In some instances, states may accept nongovernmental accreditation in lieu of a separate state review, requiring state review only when an institution is unaccredited.

State Oversight and Public Institutions

Public institutions require state authorization to operate; this is usually accomplished when the institution is created by the state legislature. State oversight and standards for public institutions usually differ according to institutional type. For example, standards for occupational/vocational certificate-granting and nondegree-granting institutions differ from those for degree-granting institutions. As indicated earlier, state review responsibilities are often divided among two or more agencies. A "higher education" agency may be responsible for oversight of institutions offering degrees, while an office of post-secondary vocational or technical education is responsible for oversight of technical and vocational schools. The state's Department of Veterans' Affairs may be involved in overseeing programs that enroll veterans, and, often, state cosmetology boards or comparable entities are responsible for overseeing beauty and barber schools.

State reviews, to the extent that they are required in addition to or in place of nongovernmental accreditation reviews, tend to focus on the same aspects of quality that are examined by most accreditors. Institutions are reviewed for financial stability and administrative capacity, for overall institutional stability, and to ensure that they are providing the kinds of programs they claim to offer.

States and Public Accountability

The role of state oversight in ensuring improved higher education accountability has been the subject of intense public policy debate. States have long been engaged in the direct assessment of public institutional performance through program reviews, data collection, and budgeting processes. During the 1970s and most of the 1980s, such reporting and review efforts focused on enrollment access and program expansion, and the findings were intended largely for the eyes of experts. The new accountability initiatives are designed to yield readily understandable public information. Often they include a focus on resource use, efficiency, and effectiveness, as well as on other aspects of quality.

All 50 states require some kind of assessment and evaluation of public higher education institutions, and most states have extended their systems to ensure accountability as well, through public reporting on

performance measures and a focus on the use of resources. Although these accountability systems vary from state to state, an analysis by the University of Michigan Center for the Study of Higher and Postsecondary Education identified four general policy orientations:

- **Regulatory:** The state policy is designed to ensure compliance with regulations; resources may be distributed in part based on successful compliance.
- **Reform:** The policy is designed to encourage/ensure reform of some type.
- **Quality Assurance:** The policy is designed to assure quality.
- **Accountability:** The policy is designed to make institutions accountable to some higher authority, typically the governor and/or the legislature.*

Dominant themes in state accountability systems include the need to pay attention to undergraduate education and student learning outcomes, and to the connection between institutional quality and student learning. Most states require public institutions to formulate student learning and outcomes assessment procedures and to set goals that will ensure improvement in the quality of student learning. Increasingly, states are also looking for quantitative measures of student achievement and institutional performance, in order to document progress and improvement. Quantitative measures may include student attrition, time-to-degree, transfer, articulation, and graduation rates; student entry and exit testing; pass rates on licensing examinations; and employer satisfaction surveys.

Authority to Operate and State Licensure and Accreditation

The relationship between state authority to operate public institutions and licensure for private institutions and accreditation, if any, varies from state to state. Most states do not require that a higher education institution be accredited in order to be licensed or authorized by the state. Licensure and authorization are independent of affirmation of academic quality through accreditation. A few states (e.g., Texas) do require evidence of accredited status prior to licensure or authorization of institutions. Although there is ongoing communication among accreditors, state officials and federal officials (see Chapter VI), a tighter link between states and accreditation has not been developed to date.

* Nettles, Michael, John Cole, and Sally Sharp. 1997. "Assessment of Teaching and Learning in Higher Education and Public Accountability: State Governing, Coordination Board and Regional Accreditation Association Policies and Practices." National Center for Postsecondary Improvements. See *www.stanford.edu/group/ncpi/textonly/publications/publications.shtml.*

Chapter IV

The Federal Role in Quality Review

This chapter reviews the federal government's role in overseeing U.S. higher education, with special attention to the U.S. Department of Education's (USDE) focus on quality review. The Department of Education has no statutory authority to establish standards or define quality for higher education institutions or programs. However, it does regulate accrediting organizations and, through them, indirectly affects these operations. This regulatory function and the other oversight functions described below are all associated in one way or another with USDE's responsibility for administering federal student financial assistance programs and other federal funds, as authorized by the Higher Education Act of 1965.

It should be noted that USDE oversight in this area represents only a fraction of the interaction between the federal government and higher education institutions and programs. Colleges and universities are subject to review and reporting requirements from many federal agencies, including the Environmental Protection Agency, the Occupational Standards and Health Administration, the Equal Employment Opportunity Commission, and the Federal Communications Commission. This *Almanac* focuses only on those aspects of federal oversight that pertain to institutions' participation in the federal student aid programs encompassed by the Higher Education Act.

The USDE role in institutional quality review involves three activities:

- regulation of accrediting organizations through the federal recognition process;
- data collection that provides a basis for education research and for the provision of information to consumers; and
- enforcement of minimum financial and administrative standards for institutions that participate in federal aid programs.

Federal Recognition of Accrediting Organizations

As briefly described in Chapter II, recognition is the means by which the federal government regulates accrediting organizations. The federal recognition process was initiated in 1952, shortly after passage of the GI Bill for Korean War veterans. The government sought some screening for higher education quality to be linked to the burgeoning federal student financial assistance program. Rather than create a quality assurance system of its own, the government chose to rely on accreditation. A recognition process was established in the Office of the U.S. Commissioner of Education as a way of regulating the accreditation enterprise and producing a list of federally recognized accrediting organizations.

Federal recognition is currently required for accrediting organizations that certify institutional eligibility for federal student financial aid or certain other federal funding. Recognized accreditors appear on a regularly published list from the U.S. Secretary of Education. An accrediting organization that applies for federal recognition undergoes a review by USDE staff who make recommendations to the National Advisory Committee on Institutional Quality and Integrity (NACIQI). After an appearance by the accrediting organization, the National Advisory Committee makes its recommendation to the U.S. Secretary of Education. The members of this committee are appointed by the Secretary of Education but are drawn from outside the government sector. Federal recognition is valid for a maximum of five years.

The criteria for federal recognition are summarized in Chapter II, which focuses on recognition and accreditation. For additional information about the recognition process or about NACIQI, and to obtain a list of USDE-recognized accrediting organizations, visit the Department of Education Website, at *www.ed.gov/offices/OPE/accreditation/*.

Data Collection for Research and Consumer Information

IPEDS. In addition to being accredited by a recognized organization, higher education institutions wishing to establish or maintain their eligibility to participate in federal student aid programs under Title IV of the 1965 Higher Education Act must also provide a wide variety of data to the U.S. Department of Education. USDE collects most of these data through a series of annual surveys called the Integrated Postsecondary Education Data System (IPEDS). Most of the data collected through IPEDS surveys—on students, staff, and finances—represent measures of activity rather than measures of performance or comparisons against standards. The IPEDS database is used for analysis and research on higher education by scholars throughout the country.

Reporting of Student/Consumer Information. The federal government also requires institutions to provide current and prospective students with basic consumer information, including information about accreditation and state licensure status; the availability of services for disabled students; tuition and financial aid; tuition refund policies; degree, training, and other programs offered; measures of satisfactory progress; faculty and other personnel; and student complaint procedures. Institutions must also collect and report information on some surrogates for performance in the areas of student attrition and graduation (the Student Right to Know data, described below), on campus crime, and on the funding of and participation in athletic programs. In addition, institutions participating in campus-based aid programs must comply with drug and alcohol abuse disclosure guidelines.

Student Right to Know and Campus Security Act of 1990. The Student Right to Know and Campus Security Act was established to improve the quality and availability of consumer information about institutions. The law has two parts: Title I (Student Right to Know) and Title II (Campus Security). Under Title I, institutions are required to compile the graduation or completion rates of all first-time, full-time undergraduates seeking a degree or certificate who enrolled at the institution after July 1, 1996, as well as the graduation or completion rates of students receiving athletic-related aid, disaggregated by race, gender, and sports program. In addition to disclosing these data to prospective students and to anyone else who requests such information, the law requires that the data be reported to USDE, either through the IPEDS Graduation Rate Survey or, for institutions that are members, through the National Collegiate Athletic Association (NCAA).

Under Title II (Campus Security), institutions participating in federal student aid programs must also publish and distribute a campus security report by September 1 of each year. All current students and employees must receive a copy of the publication, and it must be available to prospective students or employees who request a copy. The information reported must include data about the specific types of crime committed during the year, as defined by the Federal Bureau of Investigation Uniform Crime Reporting/National Incident-Based Reporting System, and comparable statistics for the preceding three years. The report also must include a detailed description of the campus security plan, including proper procedures for reporting incidents; security facilities, personnel, and services available to students and employees; and prescribed disciplinary actions and procedures. Institutions are not required to send this annual report to USDE, although they may be asked to do so.

The law also requires institutions to "alert the campus community" when specific types of crimes are reported, including murder, sex offenses, robbery, aggravated assault, burglary, car theft, and any offenses that appear to be hate crimes. Certain individuals on campus (such as counselors) are exempt from the requirement to report crimes immediately, so that they can assist victims confidentially.

Federal Financial and Administrative Standards

The federal government also defines and enforces minimum standards of financial stability and administrative capacity for institutions seeking to establish or maintain student aid eligibility. General financial and administrative responsibility standards are defined in the Code of Federal Regulations (34 CFR 668.171). An institution is considered financially responsible if it:

- is providing the services advertised in its publications and brochures;
- has the administrative capacity to comply with all of the regulations and standards that are stipulated by the student financial aid programs;

- is meeting all of its financial obligations, including making refunds, repaying liability and debts to USDE, and being current in any other debt payments;

- is judged fiscally sound through the mechanism of an audit; and

- meets specific financial thresholds (for equity, net income, and primary reserve ratios, for example), depending on the type of institution.

An institution's ability to meet these standards is determined by USDE on the basis of information —typically an audited financial statement and a compliance audit—that is submitted as part of the annual IPEDS survey. Apart from the general standards listed here, there is some variation in the specific standards USDE applies to public, private, nonprofit, and for-profit institutions. The factors being evaluated are weighted differently for different types of institutions, and other variations are required by differences in accounting conventions. The accounting standards for public institutions, for example, are set by the Governmental Accounting Standards Board (GASB), while the Financial Accounting Standards Board (FASB) sets the accounting standards for private institutions. These two sets of standards treat capital assets differently, which affects how expenditures are reported. In addition to complicating USDE's enforcement of minimum financial and administrative standards, this means that financial information reported through IPEDS is not comparable across the sectors. For more information, see *www.rutgers.edu/Accounting/raw/gasb* and *www.rutgers.edu/Accounting/raw/fasb*.

Chapter V

Ranking Services

For at least three decades, commercial publishers —including popular news magazines—have been producing rankings of higher education institutions and programs, geared largely to the needs and interests of prospective students and their families. In the last few years, public interest in these rankings has increased significantly. By the late 1990s, estimated annual sales revenues from the major news magazines' ranking services were $16 billion (not including advertising revenues).*

These services differ from the other forms of quality review described here because they are oriented explicitly to consumers and because they produce numerical rankings of institutions or programs. Listings are based on specific indicators that measure institutional or program resources or capacity. In general, if an institution or program is ranked higher on a list than others, it has been judged to have greater "quality," as a function of having greater resources or capacity of a certain sort. The Directories that begin on page 47 of this *Almanac* include examples of several types of ranking services. While hardly a complete assortment, these examples do represent an array of methodologies and audiences, and taken together, they serve to characterize the role of rankings in quality review. No analysis of the usefulness or quality of ranking services is provided; nor are comparisons made among them.

Types of College Rankings

Most publishers gear their rankings toward a specific audience or purpose. Until recently, most of the rankings focused on graduate and professional programs; lately, however, there has been substantial growth in the number of rankings of undergraduate institutions and programs and of distance education programs.

Institutional rankings seek to measure the quality of entire institutions, classifying them by sector or type. For example, there are separate rankings for liberal arts colleges and state universities. Some institutional rankings have a particular focus—"best value" rankings, for instance, rate affordability and quality. Programmatic or other specialized rankings are designed to reach particular audiences or to rate certain features of an institution. Some rankings identify the most "wired" institutions (for their use of new electronic media), or the most activist institutions, or the institutions best equipped to serve students with physical disabilities.

Measurement of Institutional or Program Quality

Most of the ranking services provide clear statements about the methodology they have used to define and measure quality. The services tend to rely on traditional measures: academic reputation, faculty resources, finances, and admissions selectivity. Rankings typically reflect a combination of quantitative measures —alumni giving, graduation rates, faculty credentials, student admissions selectivity—augmented with information from more qualitative surveys that ask college presidents, faculty, deans, and other academics to gauge academic reputation. Some services solicit student perceptions and opinions.

While most ranking services conduct their own research, many obtain information about financing and enrollments from the Integrated Postsecondary Education Data System (IPEDS) database. Several college rankers also use private research services to analyze federal data on higher education. While much of the core data used by the different ranking services is reasonably comparable, this does not mean that the rankings themselves are also comparable.

Resources

Many of the rankings publishers have Websites that feature institutional or program lists and provide information about survey methodology and audience. The library of the University of Illinois at Urbana-Champaign maintains a Website with a catalog of the many ranking services. The site includes a detailed list of rankings providers and references to related news articles and studies. See *www.library.uiuc.edu/edx/rankings.htm.*

*McDonough, Patricia M., Anthony Lising Antonio, MaryBeth Walpole, and Leonor Perez. 1997. *College Rankings: Who Uses Them and With What Impact.* UCLA Graduate School of Education and Information Studies.

Chapter VI

Cooperative Initiatives in External Quality Review

A significant emerging and welcome trend in external quality review in higher education is an expanding pattern of voluntary cooperation among the various participants in higher education quality review.

The growing interest in voluntary cooperation stems partly from a desire on the part of participants to avoid duplication and multiple layers of quality review. It is also driven by the challenge of rethinking and coordinating quality review in a changing higher education context, characterized by increased reliance on distance education (as distinct from traditional place-based education) and new international education partnerships. The goal is to enhance cooperation among the many independent organizations and government agencies through which quality review currently proceeds.

As this *Almanac* demonstrates, there is a substantial amount of external quality review going on in American higher education. Some question the cost and effectiveness of this complex, decentralized system. To be sure, its decentralization and diversity give institutions and programs the opportunity to choose from among a wide variety of quality review systems, based on their own (and their constituents') needs and objectives. But there are disadvantages as well—including some duplication of effort, overlapping of authority, and perhaps unnecessarily onerous reporting requirements for institutions.

While there is little support for the notion of centralizing or consolidating quality assurance at the national or federal level, various parties to the quality review process have taken significant steps toward coordination and cooperation. The following examples of coordination are described below:

- cooperation among "Triad" officials;
- the National Postsecondary Education Cooperative;
- the Common Data Set;
- the Joint Commission on Accountability Reporting;
- strengthened voluntary cooperation among regional accreditors;
- the Association of Specialized and Professional Accreditors; and
- the Council of Recognized National Accrediting Agencies.

The Triad. The tripartite system that includes federal recognition of accrediting organizations, state licensure, and nongovernmental accreditation of institutions and programs is referred to as the "Triad." Its design links the work of accreditors and state and federal levels of government for purposes of student aid eligibility, approval to operate, and quality review. During the 1990s, communication increased among USDE administrators, state licensing agencies, and accreditors. USDE officials maintain active networks of colleagues involved in the Triad. USDE now sponsors periodic meetings for Triad participants to discuss roles and responsibilities, to explore new ways of enhancing communication, and to engage in troubleshooting. The focus is on identifying current and potential problems with management of student aid and other federal funds, and on cooperating informally to provide assistance to higher education institutions that participate in federal financial aid programs.

The National Postsecondary Education Cooperative. The National Postsecondary Education Cooperative (NPEC) is a voluntary partnership coordinated by the National Center for Education Statistics (NCES), a federal agency. It links all sectors of the higher education community to enhance the comparability and uniformity of data. NPEC coordinators meet periodically to discuss common data elements, common definitions and standards for electronic exchange of

data, technical assistance programs for providers and users of higher education data, and other opportunities to encourage the electronic exchange of data and lighten the reporting burdens of institutions. NPEC projects are currently under way in the following areas: student outcomes, particularly in cognitive development and occupational preparation; workforce development; better data coordination; and data exchanges. NPEC also is involved in efforts to redesign the IPEDS surveys. Information about NPEC can be obtained from its office, care of the National Center for Education Statistics, 555 New Jersey Avenue, NW, Room 311, Washington, DC 20208-5652, or from its Website at *www.nces.ed.gov/npec.*

The Common Data Set. The Common Data Set (CDS) is a voluntary cooperative data collection and analysis initiative managed by Wintergreen/Orchard House, an educational publisher. The CDS contains data collected from institutions, including general information, enrollment and persistence rates, admissions requirements, annual expenses, and financial aid information. Data collected by the U.S. Department of Education's college surveys, including its IPEDS Fall Enrollment Survey, are the basis of the Common Data Set. For more information, see *www.wgoh.com.*

The Joint Commission on Accountability Reporting. The Joint Commission on Accountability Reporting (JCAR) is a cooperative effort initiated in 1994 by the three national presidential higher education associations: the American Association of State Colleges and Universities (AASCU), the American Association of Community Colleges (AACC), and the National Association of State Universities and Land-Grant Colleges (NASULGC). JCAR's mission includes recommending common reporting formats for all public institutions in order to improve the quality and comparability of information about higher education institutional performance. Common formats, including common data definitions and other information-sharing protocols, have been developed in the following areas: student advancement and graduation, student charges (tuition and fees), and transfer rates. Common formats have also been recommended for vocational, occupational, and professional programs and for licensure pass rates, placement rates, and full-time employment figures. At present, JCAR is continuing its work in the area of faculty workload and reporting formats. More information about JCAR, including manuals for following common reporting formats, can be obtained from AASCU's Website at *www.aascu.org/jcar.*

Cooperation Among Regional Accrediting Associations. The eight regional accreditors established a Council of Regional Accrediting Commissions (C-RAC) in 1996. Since that year, C-RAC has successfully completed three important initiatives: development of common regional eligibility criteria, creation of a cross-regional institutional review policy for site-based institutions and development of a statement of commitment and "best practices" for electronically delivered programs and courses.

The common regional eligibility project produced a common template of eligibility requirements shared by all regions. Eligibility requirements are conditions that must be met before an institution may be accepted as a candidate for accreditation; they serve as a prescreening device before accreditation review. The interregional agreement did not obligate each region to adopt these criteria verbatim, but in fact, the common eligibility requirements are now in place in all of the regions.

In 2000, the regional accrediting commissions developed and adopted a system for cross-regional accreditation review for site-based institutions. Using a concept of "home" (the region where the institution is located) and "host" (other regions where the institution operates) regions, the process places primary responsibility for accreditation review with the home regions. Regional accrediting commissions in the host regions have the opportunity to identify standards of particular interest to the host region, to place representatives on visiting teams, and to review and comment on the evaluation team report. Final decision-making authority for the accredited status of an institution rests with the home region.

Regional accrediting commissions routinely include review of distance education activities within their scope of accreditation reviews. Recognizing that new institutional initiatives in this arena might require increased attention, the regional commissions, in 1996, adopted a set of principles of good practice for electronically delivered academic degree and certificate programs that were developed by the Western Interstate Commission for Higher Education (WICHE).

In 2000–2001, these principles provided the foundation for a greatly expanded cooperative

distance learning initiative. A "statement of commitment" has been developed by the eight regional accrediting commissions, affirming their agreement to evaluate distance learning based on the traditions, principles, and values that are the foundation on which the regional accreditation has historically evaluated educational innovation. The regional commissions also developed a statement on "best practices for electronically offered degree and certificate programs." Both the "statement of commitment" and "best practices" are under consideration by the various commissions.

Supported by an external grant, C-RAC is beginning a multiyear project to increase their organizational capacity and the capacity of their institutions to examine student learning outcomes as part of ongoing accreditation review.

For more information, contact any of the regional commisions through the CHEA Website (*www.chea.org/Directories/regional.htm.*)

Voluntary Associations of Specialized and National Accrediting Organizations. The specialized and national accrediting organizations have formed membership groups at the national level for professional development, public information, and advocacy purposes. The two most prominent umbrella groups are described briefly here.

The Association of Specialized and Professional Accreditors (ASPA): The specialized and professional accrediting organizations formed the Council of Specialized Accrediting Agencies (CSAA) in the early 1970s. The CSAA was dissolved in 1984 and its assets were absorbed into the Council on Postsecondary Accreditation (COPA). When COPA decided to dissolve in 1993, ASPA was formed and incorporated as a nonprofit organization at the national level. ASPA's primary mission include participation in the higher education and accreditation communities, professional development, advocacy, improvement in specialized and professional accreditation, mechanisms for common action, and collaboration among programs, institutions, and accreditation organizations.

The ASPA Member Code of Good Practice adopted in 1995 includes expectations that ASPA members will work cooperatively with other accreditors to avoid conflicting standards and minimize duplication of effort in the preparation of materials and the conduct of on-site visits. The ASPA *Accreditation Profile Compendium (2001)* displays summary information about United States accreditors and their practices.

ASPA engages in voluntary cooperation with accrediting organizations through participation on special committees and task forces such as those formed to establish statements of good practice in the conduct of specialized accreditation and the development of specialized accreditation standards. For more information about ASPA, contact:

Association of Specialized and Professional Accreditors
1020 W. Byron Street, Suite 8G
Chicago, IL 60613-2987
tel: (773) 525-2160
fax: (773) 525-2162
Website: *www.aspa-usa.org*

The Council of Recognized National Accrediting Agencies (CRNAA) is an alliance of seven of the national accrediting organizations: the Accrediting Bureau of Health Education Schools (ABHES), Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT), Accrediting Council for Continuing Education and Training (ACCET), Accrediting Council for Independent Colleges and Schools (ACICS), Council on Occupational Education (COE), Distance Education and Training Council (DETC), and National Accrediting Commission of Cosmetology Arts and Sciences (NACCAS). Like ASPA, the Council of Recognized National Accrediting Agencies is dedicated to professional development, improvement of the sector, and advocacy on behalf of national accreditation. Each year, CRNAA publishes a *Directory of State Officials* that contains directory information about approval and regulatory agencies in each of the states. For more information, contact:

CRNAA
c/o Accrediting Council for Continuing Education and Training (ACCET)
1722 N Street, NW
Washington, DC 20036
tel: (202) 955-1113 • fax: (202) 955-1118
(Website not available)

Voluntary Cooperation on Transfer of Credit. Recognizing that student mobility is an ever-increasing fact of higher education life in the United States, the

Council for Higher Education Accreditation (CHEA) convened a special committee of regional and national accreditors, higher education associations, and universities to consider the impact of student transfer on non-governmental external quality review. CHEA published the results of that work in a *Statement to the Community: Transfer and the Public Interest* in November 2000. The statement reiterates the commitment of the higher education and accreditation communities to enhance conditions of transfer while maintaining institutional authority in making academic decisions about transfer. The text of the statement may be found in the section on CHEA Information, page 37.

National and regional accreditors agreed to work together to address accreditation issues raised by the statement. Under CHEA auspices, the accreditors have formed joint task groups to develop resource materials for use by institutions and accreditors in three areas: a model statement of accrediting organization expectations for institutional policy and practice for transfer of credit, a model statement of transfer of credit policy that institutions could adapt for publication in catalogs or other public information instruments, and a set of tools or suggested practices that would be useful to sending and receiving institutions considering requests for transfer.

CHEA Information and Resource Materials

BEST COPY AVAILABLE

CHEA Principles

CHEA's commitment to the coordination and improvement of quality review is based on seven prin-ciples. These principles provide the foundation for the CHEA mission statement, the organizational functions described in the CHEA Bylaws, and the CHEA Recognition Policy.

- ***Quality Assurance.*** CHEA will apply its recognition standards and sustain ongoing review of its participating accrediting organizations to assure high quality of organizational performance.
- ***Leadership.*** CHEA will provide thoughtful leadership to formulate issues related to quality assurance; to develop needed tools and strategies to sustain the value of quality assurance to institutions, accreditors, and students; and to advance change and needed improvement in quality assurance in higher education.
- ***Advocacy.*** CHEA will be a forceful and articulate advocate for voluntary accreditation of higher education to the public, government, and other interested individuals, groups, and countries.
- ***Service.*** CHEA will consistently provide high-quality research, policy analysis, and service to its member institutions, accrediting organizations, students, and the public.
- ***Core Values.*** CHEA will maintain the core academic values central to higher education and quality assurance. These include, for example, the values of general education, collegiality, and academic freedom.
- ***Independence.*** CHEA will be an independent and authoritative voice for the strengthening of accreditation to strengthen higher education.
- ***Inclusion.*** CHEA will sustain an environment of active consultation and participation among its member institutions and participating organizations, as well as encourage cooperation and exchange throughout the higher education and quality assurance communities.

(Approved by CHEA Board of Directors, January 2000)

CHEA Recognition

Recognition is the scrutiny and certification of the quality of regional, national, and specialized accrediting organizations. The CHEA recognition process consists of external third-party review to verify that a majority of the accredited programs or institutions are degree-granting, self-evaluation by the organization against the CHEA eligibility and recognition standards, review, and recommendations by the CHEA committee on recognition and determination of eligibility and recognition status by the CHEA board of directors. The committee may also require site visits or other external evaluation.

The following language illustrates the CHEA recognition standards. Please consult the CHEA *Recognition Policy and Procedures* at *www.chea.org* for the formal policy language that is used in CHEA recognition reviews. The recognition policy was approved by the CHEA Board of Directors in September 1998.

CHEA Recognition Standards:

- ***Advance academic quality.*** Accreditors are required to have a clear definition of quality and clear expectations that the institutions or programs they accredit have processes to determine whether quality standards are being met.
- ***Demonstrate accountability.*** Accreditors are required to have standards that call for institutions and programs to provide consistent, reliable information about academic quality and student achievement to foster continuing public confidence and investment.
- ***Encourage purposeful change and needed improvement.*** Accreditors are required to encourage planning for purposeful change and scrutiny for needed improvement through ongoing self-examination in institutions and programs.
- ***Employ appropriate and fair procedures in decision making.*** Accreditors are required to maintain appropriate and fair organizational policies and procedures that include effective checks and balances.
- ***Continually reassess accreditation practices.*** Accreditors are required to undertake self-scrutiny of their accrediting activities.

CHEA Mediation

As provided in its bylaws, CHEA offers a mediation and dispute resolution service to assist colleges and universities and accrediting organizations address differences. These services are limited by CHEA resources and capacity and are offered in the spirit of promoting cooperative relations in the higher education community.

Mediation

Article II, Mission and Function, of the *Bylaws of the Council for Higher Education Accreditation* (CHEA) states that CHEA will "Mediate disputes and foster communication between and among accrediting bodies and the higher education community." Consistent with the spirit and intent of its establishment in 1996, CHEA will serve its constituents by contributing to a climate of trust and mutual respect in higher education through assisting colleges and universities and accrediting organizations to resolve differences in a timely and collegial manner.

In carrying out this responsibility, CHEA, where it deems indicated, will:

- receive, but not solicit, complaints from institutions and organizations that are members or participants in CHEA;
- explore facts and issues related to complaints to determine if CHEA can be of assistance;
- refer complaints to other sources if CHEA, in its determination, is unable to provide assistance.

If the complaint is deemed by CHEA to be one in which it can assist, CHEA will:

- convene the principals (via e-mail, telephone, or in person) upon request and
- work with the principals to identify potential means to resolve the dispute.

CHEA's mediation will be limited to efforts that can be accommodated with its current resources and capacity. Service will be limited to organizations and institutions that participate in CHEA.

CHEA will not agree to review any institutional complaint that is still under review by an accrediting organization nor can CHEA accept any complaint in which legal action is begin taken. CHEA's efforts will not include rendering and enforcing any decision in the course of mediation.

(September 1998)

Statement of Good Practices and Shared Responsibility in the Conduct of Specialized and Professional Accreditation Review

The long tradition of quality assurance through peer review and self-examination continues to be valued throughout higher education, benefiting students, the public, and the enterprise. This statement has been developed to further strengthen that tradition through encouraging ongoing, careful review of the relationship between institutions and specialized and professional accreditors.

Key issues addressed by the statement:

- *Clear and direct communication between specialized accreditors and institutional leaders,*
- *Enhanced understanding by specialized accreditors of the larger context of institutional needs and direction,*
- *Enhanced understanding by institutional leaders of the perspective and needs of specialized accreditors, and*
- *Affirmation that the relationship between resources and accountability is grounded in meeting accreditation standards.*

The statement builds on the existing policies and procedures of specialized and professional accreditors, both reinforcing these policies and procedures and calling for additional action.

I. Institutions and Programs are Responsible for:

1. Providing clear, accurate, and complete information for an accrediting review.
2. Emphasizing the importance of having key faculty and administrators appropriately involved in the accrediting review.
3. Informing accrediting organizations of the desired purpose and expected results of the review in relation to institutional and program purpose and strategic direction.
4. Providing constructive information in a timely manner to accrediting organizations if there are concerns or difficulties that emerge during the accrediting review.
5. Understanding the standards, policies, and procedures of the accrediting organizations with which institutions and programs are working.

II. Accreditors are Responsible for:

1. Ensuring that the accreditation team is well-informed and prepared for the review.
2. Ensuring that standards, policies, and procedures are consistently applied.
3. Pursuing only those data and information that are essential to judging whether accreditation standards are met.
4. Focusing on financial and other resources only to the extent that they affect compliance with accreditation standards.
5. Respecting the relationship of individual program needs to broader institutional objectives.
6. Keeping institutional executives appropriately informed at all stages of the review process.
7. Communicating consistent information at all stages of the review.
8. Providing opportunities for objective review and resolution of differences if they arise during the accreditation process.

(continued)

Statement of Good Practices and Shared Responsibility *(continued)*

III. Both Are Responsible for:

1. Providing for candid and useful evaluation of the accreditation review.
2. Ensuring open exchange if issues and concerns are identified by institutions, programs, or accreditors.
3. Encouraging flexibility, openness, and cooperation in considering experimental and creative variations of accreditation review.
4. Ensuring that resources are used efficiently through consistent monitoring of the costs of accreditation review (whether resulting from institutional decisions about self-study or accreditor decisions about reports, visits, and presentations) in order that costs incurred are essential to a determination that standards are met.

(Approved by CHEA Board of Directors, January 2000)

*This statement is the work of the Council for Higher Education Accreditation's Specialized and Professional Advisory Panel working with provosts from the National Association of State Universities and Land-Grant Colleges' Council on Academic Affairs. Because this group is charged to address specialized and professional accreditation, the statement does not address institutional accreditation as conducted by either regional or national organizations. We believe, however, that many of the suggestions offered here are valuable for institutional accreditors.

A Statement to the Community: Transfer and the Public Interest

In December 1998, the Council for Higher Education Accreditation (CHEA) convened a Committee on Transfer and the Public Interest to examine the role of transfer in higher education. This committee attempted to define the responsibilities of national, regional, and specialized accreditors as they work with colleges and universities to assure quality in a changing environment for transfer. This statement, the result of the committee's efforts, is addressed to institutions, accreditors, and national higher education associations seeking to maintain and enhance conditions of transfer for students. Transfer issues are not simple, new, or easily resolved. This statement seeks to energize the ongoing national conversation about transfer decision making, setting into motion a more open and accountable transfer process.

"Transfer" as used here refers to the movement of students from one college, university, or other education provider to another and to the process by which credits representing educational experiences, courses, degrees, or credentials are accepted or not accepted by a receiving institution. The classic form of transfer is vertical transfer, which is to say movement from a two-year college to a four-year college.

Why Examine Transfer at This Time?

Higher education is experiencing a significant change in how students attend college and who provides higher education. Both can have profound effects on students and their opportunities to transfer successfully. The challenge is to make transfer as efficient and effective as possible for those students who have had courses or educational experiences comparable to those offered for credit by the receiving institution. Sound transfer policy and practice, maintaining institutional and accrediting standards, is part of higher education's commitment to students.

Transfer in higher education is more varied and pervasive now than it used to be. In addition to vertical transfer, students now pursue horizontal transfer as they move from one two-year college to another or from one four-year institution to another. Many students now attend more than one institution at a time, and accordingly face issues not previously seen when they seek to transfer credits. Online courses and courses taken in other countries pose yet another set of issues.

Even more students will seek transfer as "new providers" of higher education (e.g., virtual institutions and corporate providers) and distance learning programs offered by traditional providers increase their enrollments. Accreditors and the colleges will have to find new and better ways to meet the need for transfer services.

Among the key indicators of these changes:

- the majority of 1996 baccalaureate graduates attended at least two colleges and universities;
- many students taking distance learning courses are enrolled in another institution different from the distance learning providers;
- students attending corporate universities and certain unaccredited institutions are seeking to transfer their coursework to accredited institutions;
- increasing numbers of virtual institutions and corporate providers are forming partnerships with traditional providers to offer courses and programs; and
- increasing numbers of students are enrolling in foreign institutions and seeking to transfer credits into American colleges and universities.

Finally, proposals for innovative practices pose new ways to manage credit accumulation and transfer (e.g., third-party verification of transfer credits, electronic storage of and instant access to transfer credits

(continued)

A Statement to the Community: Transfer and the Public Interest *(continued)*

for purposes of review). As these new methods of managing transfer transactions gain prominence, they may well influence how transfer decisions are made.

All of these indicators suggest that higher education is changing in ways that make transfer more important to more students and at the same time more complex.

Making Transfer Decisions: Roles and Responsibilities to Assure Quality

Institutions, accreditors, and national higher education associations play significant roles and sustain important responsibilities in the transfer process. Each has responsibilities with regard to quality assurance and fairness.

The Role and Responsibilities of Institutions. Colleges and universities are ultimately responsible for decisions about the admission of transfer students and the acceptance or non-acceptance of credits earned elsewhere. Typically, academic faculty and student affairs professionals (working within the framework of faculty rules and standards) determine the transferability of courses and programs. Institutions must balance responsiveness to students' preferences about transfer with institutional commitment to the value and quality of degrees or other credentials.

The Role and Responsibilities of Accreditors. Institutional (national and regional) accreditors have policies and standards that, in turn, call on institutions and programs to develop and maintain clear transfer policy and practices. Accreditors have expectations, for example, that degree requirements for native students be consistent with those that apply to transfer students. Specialized (programmatic) accreditors often have policies or standards to address transfer, with particular attention to admissions practices and assuring equitable treatment for transfer students.

Accreditors are responsible for assuring that institutional transfer practices are consistent with accreditation standards and policies on transfer. They are responsible for maintaining effective communication among accrediting organizations as a means to meet students' needs in the transfer process while also sustaining quality.

The Role and Responsibilities of National Higher Education Associations. For many years, institutions and accreditors have based their scrutiny of transfer primarily on three criteria contained in the 1978 Joint Statement on Transfer and Award of Academic Credit developed by three national higher education associations. These criteria are:

- the educational quality of the sending institution;
- the comparability of credit to be transferred to the receiving institution; and
- the appropriateness and the applicability of the credit in relation to the programs offered by the receiving institution.

National higher education associations lead the ongoing national conversation about transfer. They work with agencies of the federal government to address transfer issues that reach the level of national public policy, and they provide a national voice for assuring that students are well served by transfer practices that meet students' needs while also sustaining the quality of the system itself.

(continued)

A Statement to the Community: Transfer and the Public Interest *(continued)*

Criteria for Transfer Decisions

CHEA believes that the three criteria of quality, comparability, and appropriateness and applicability offered in the 1978 Joint Statement remain central to assuring quality in transfer decision making. The following additional criteria expand this list and are offered to assist institutions, accreditors, and higher education associations in future transfer decisions. These criteria are intended to sustain academic quality in an environment of more varied transfer, assure consistency of transfer practice, and encourage appropriate accountability about transfer policy and practice.

Balance in the Use of Accreditation Status in Transfer Decisions. Institutions and accreditors need to assure that transfer decisions are not made solely on the source of accreditation of a sending program or institution. While acknowledging that accreditation is an important factor, CHEA believes that receiving institutions ought to make clear their institutional reasons for accepting or not accepting credits that students seek to transfer. Students should have reasonable explanations about how work offered for credit is or is not of sufficient quality when compared with the receiving institution and how work is or is not comparable with curricula and standards to meet degree requirements of the receiving institution.

Consistency. Institutions and accreditors need to reaffirm that the considerations that inform transfer decisions are applied consistently in the context of changing student attendance patterns (students likely to engage in more transfer) and emerging new providers of higher education (new sources of credits and experience to be evaluated). New providers and new attendance patterns increase the number and type of transfer issues that institutions will address—making consistency even more important in the future.

Accountability for Effective Public Communication. Institutions and accreditors need to assure that students and the public are fully and accurately informed about their respective transfer policies and practices. The public has a significant interest in higher education's effective management of transfer, especially in an environment of expanding access and mobility. Public funding is routinely provided to colleges and universities. This funding is accompanied by public expectations that the transfer process is built on a strong commitment to fairness and efficiency.

Commitment to Address Innovation. Institutions and accreditors need to be flexible and open in considering alternative approaches to managing transfer when these approaches will benefit students. Distance learning and other applications of technology generate alternative approaches to many functions of colleges and universities. Transfer is inevitably among these.

Finally, CHEA is committed to working with other national higher education associations to convene a group of higher education leaders to address emerging issues for transfer and to develop additional tools and sound practices that can assist institutions as they manage transfer. This national conversation should include attention to how higher education's future will differ from its past and, above all, our responsibilities to students in an increasingly mobile, fast-paced, and international environment.

(Approved by CHEA Board of Directors, September 25, 2000)

The Value of the Degree

The Council for Higher Education Accreditation (CHEA) endorses and advocates the role of the associate, baccalaureate, masters, and doctoral degrees. The higher education degree, from its origins more than 700 years ago to the present day, has been associated with enhancement of learning, transfer of knowledge across the generations, and human betterment. The degree also enjoys an historic relationship to quality assurance in higher education, and represents basic aspirations of the higher education enterprise. The degree is thus valued by students, colleges, universities, and society at large.

Why Is the Degree Important?
Education for the degree is education for:

- developing and deepening the capacity to think;
- obtaining knowledge on which preparation for the future depends;
- acquiring a fuller understanding of cultures;
- strengthening the foundation for informed citizenship, participation in community life and public leadership; and
- sustaining vocational roles and career goals.

The degree represents the efforts of educators and students to organize the learning experience in pursuit of these critical purposes. As the capstone of higher education, the degree is intended to foster lifelong learning and useful involvement in the world around us. By its confirmation of skill development, the degree signifies that the student has acquired some mastery of general education and preparation for career or profession. The degree indicates that a course of study has been completed and that the student is positioned to continue to learn, work, and function productively in pertinent communities.

What is the Distinction Between the Degree and Other Credentials?
Other kinds of credentials can, in their own particular contexts, be worthy and valuable. The degree is distinguishable by its requirement, in general, that a greater number of credits, representing a broader scope of study, be accumulated; by its general education expectations; and by its emphasis on the life of the mind. While some of the benefits of the degree can be obtained by other forms of credentialing, the degree uniquely represents the capacities and skills identified above.

(Approved by the CHEA Board of Directors, May 1, 2001)

12 Important Questions About External Quality Review

The Council for Higher Education Accreditation (CHEA) is interested in assisting individuals who wish to pursue higher education in the United States. To this end we have prepared a series of questions that students and others may find useful to ask about the external quality review of a course, institution, or program in which they might enroll.

While CHEA considers external quality review to be an important and constructive process for higher education institutions, external quality review may be only one among many considerations relevant to an individual's choice of a course of study, program, or institution. CHEA does not endorse any specific course of study, program or institution, but encourages careful scrutiny of materials, commitments, and claims of all providers of higher education.

If you are considering enrolling in a course of study or program at a higher education institution, you may find it useful to inquire about the external quality review of the course, program, or institution.

1. Is the course, program, or institution accredited?
2. What are the standards of quality? Is there an available summary of the last review?
3. If the course, program, or institution is not accredited, is it certified for quality by another organization?
4. What external quality review is performed by this other organization and what are the standards? Is there a summary of the last review?
5. How can the organization that accredits or provides other types of external quality reviews be contacted?

You may address these and similar questions to:

- The institution or provider under consideration for enrollment
- Certifying organization, if necessary

If you are considering enrolling in an initial course of study or program at one institution and may want to enroll in a further course of study or program at another higher education institution in the future, you may find it useful to inquire about transferability of credits and courses.

6. Will other institutions accept the credits and courses earned?
7. Will other institutions count the credits and courses toward a degree?
8. Will graduate schools accept the credits and courses for admission?
9. Who decides toward what the credits or courses count? How can they be contacted?

You may address these and similar questions to:

- The institution or provider under consideration for enrollment
- The institution or provider under consideration for transfer

If you intend to use a course of study or program for employment purposes or would like your employer to provide tuition assistance, you may find it useful to inquire about acceptance of credits and courses by employers.

10. Will employers accept the credits and courses earned?
11. Will employers acknowledge the credits and courses for upgrading, retraining, and additional compensation?
12. Who should be contacted to learn what courses and credits an employer may accept?

You may address these and similar questions to:

- The employer or likely future employer

12 Important Questions About External Quality Review *(continued)*

Additional Information

Print Sources

Accredited Institutions of Postsecondary Education
Edited by Kenneth A. Von Alt
Published by the American Council on Education
In consultation with the Council for Higher Education Accreditation
One Dupont Circle, NW, Suite 800
Washington, DC 20036
Tel: (202) 939-9300 • Fax: (202) 833-4760
E-mail: ace@ace.nche.edu
Website: *www.acenet.edu*

Higher Education Directory
Published by Higher Education Publications, Inc.
Edited by Mary Pat Rodenhouse
6400 Arlington Boulevard, Suite 648
Falls Church, VA 22042
Tel: (703) 532-2300 • Fax: (703) 532-2305
E-mail: info@hepinc.com
Website: *www.hepinc.com*

The National Guide to Educational Credit for Training Programs
American Council on Education
Edited by Jo Ann Robinson & Jacqueline E. Taylor
ACE/CREDIT
One Dupont Circle, NW, Suite 250
Washington, DC 20036
Tel: (202) 939-9437 • Fax: (202) 775-8578
E-mail: ace@ace.nche.edu
Website: *www.acenet.edu*

Guide to Educational Credit by Examination
American Council on Education
Edited by Jo Ann Robinson & Jacqueline E. Taylor
ACE/CREDIT
One Dupont Circle, NW, Suite 250
Washington, DC 20036
Tel: (202) 939-9437 • Fax: (202) 775-8578
E-mail: ace@ace.nche.edu
Website: *www.acenet.edu*

Electronic Sources

Council for Higher Education Accreditation (CHEA)
One Dupont Circle, NW, Suite 510
Washington, DC 20036
Tel: (202) 955-6126 • Fax: (202) 955-6129
E-mail: chea@chea.org
Website: *www.chea.org*

Association of Specialized and Professional Accreditors (ASPA)
1020 West Byron Street, Suite 8G
Chicago, IL 60613-2987
Tel: (773) 525-2160 • Fax: (773) 525-2162
E-mail: aspacd@aol.com
Website: *www.aspa-usa.org*

United States Department of Education (USDE)

National Advisory Committee on Institutional Quality and Integrity
Office of Postsecondary Education
United States Department of Education
1990 K Street, NW, Room 7007
Washington, DC 20006
Tel: (202) 219-7009 • Fax: (202) 219-7008
Website: *www.ed.gov/offices/OPE/accreditation/nachome.html*

Accreditation and State Liaison
Office of Postsecondary Education
United States Department of Education
1990 K Street, NW, Room 7105
Washington, DC 20006
Tel: (202) 219-7011 • Fax: (202) 219-7005
Website: *www.ed.gov/offices/OPE/accreditation*

The CHEA Common Data Project

Executive Summary

In 1998, the Council for Higher Education Accreditation (CHEA) formed the Task Force on Common Data to address issues related to data collection and accreditation review. Regional, national, and specialized accreditors and institutional and association representatives participated in the task force. The task force report details the results of an analysis of the current institutional data requirements of all the accrediting organizations that are either CHEA participating organizations or that are recognized by the United States Department of Education or both. The National Center for Higher Education Management Systems (NCHEMS) conducted the analysis for the CHEA task force. In addition to documenting the data collection requirements of many accreditors, the task force also developed these Principles and Good Practices in Accreditation Data Collection and this Statement on the Use of IPEDS Conventions.

Principles and Good Practices for Accreditation Data Collection[1]

Collection of data is a routine and important feature of regional, national, and specialized accreditation review. The resulting information assists institutions, programs, and accreditors in their mutual efforts to assure and improve quality. The following principles and good practices are offered to accrediting organizations as a means to reduce the burden of data collection on institutions, programs, and accreditors themselves; to enhance the effectiveness of accreditation; to increase the usefulness of data collection efforts for programs and institutions; and to strengthen the working relationship among accreditors, institutions, and programs.

Principles

1. *Purposes of Data Collection.* Accrediting organizations should collect data for the primary purpose of obtaining evidence that an institution or program meets the standards for accreditation.
2. *Use of Data.* Accrediting organizations should collect data only when a clearly stipulated purpose or need has been identified. Data that are not used should not be collected.
3. *Informed Context for Data Collection.* Accrediting organizations should be familiar with laws, regulations, or administrative procedures that govern the definition of data elements and may affect the data collection activity.
4. *Use of Commonly Accepted Data Definitions.* Accrediting organizations should rely on Integrated Postsecondary Education Data System (IPEDS) definitions of data elements whenever feasible. This includes definitions for institutional data that are used to meet both institutional and program data needs.
5. *Clear Explanation of Data Requests.* Accrediting organizations should provide materials, instructions, and support to ensure clear and easily accessible data requests and requirements.

Good Practices

1. Accrediting organizations should consider the impact of data requests and requirements on institutions and programs:
   a. Determine whether existing data collected prior to the accreditation review can be used rather than calling for additional data collection.
   b. Take steps to minimize the time, cost, and effort required of data providers.
      - Whenever possible, schedule the data collection period for the convenience of the data providers and provide adequate time to respond.

(continued)

The CHEA Common Data Project *(continued)*

- When institutional or program data is prepared for another purpose and contains information requested by the accreditor, consult with the data providers to identify ways to extract the key elements.
- Work to ensure that individuals assigned by the institution or program to respond to data requests have access to accurate and complete information.

2. Accrediting organizations should make definitions of data elements consistent with standard definitions (such as IPEDS) and analytic conventions (i.e., calculations and methodologies) when appropriate and feasible:
   - Use definitions that conform to those developed nationally to ensure comparability to data reported by other organizations and agencies at the institutional, state, and federal levels. Indicate the sources of the definitions or conventions used. If certain data formats are preferable, explain why.
   - If another organization or agency is already collecting data related to the data the accreditor plans to collect, consider using the same definitions and analytic conventions. Explain any deviations from standard usage.
3. Accrediting organizations should test newly formulated data requests for clarity to ensure that:
   - Each requested item is understandable to the individuals from the institution or program who would normally be providing data.
   - The technical terms are appropriate.
   - The questions are clear and unambiguous.
   - Each requested item elicits a single response.
   - Each requested item relates to a specific purpose or need.
4. Accrediting organizations, when developing data formats, should:
   - Be clear about the time period for the data request.
   - Use standard language, avoiding jargon and abbreviations.
   - Keep questions short and simple.
   - Make response categories as concrete as possible.
   - Include an "unknown/missing" option for data that may not be known or available.
   - Provide a "not applicable" response for questions that may not be applicable to all respondents.
   - Encourage institutions or programs to provide additional explanatory information to help interpret their submissions.
5. Accrediting organizations should assist respondents by:
   - Accepting data in alternative accessible formats when they meet the accrediting organization's purposes.
   - Providing multiple options for respondents to submit data, including electronic submission.
   - Alerting respondents to any changes from previously requested item.
   - Including a section of the data request for respondents to suggest changes or point out problems.
   - Providing a checklist for keeping track of the items to be submitted, if respondents are asked to submit multiple documents or other materials.
   - Providing the name of a contact person at the accrediting organization who can answer questions and including a phone number and/or e-mail address.
   - Providing adequate time and appropriate deadlines for institutions to complete data requests.
6. Accrediting organizations should undertake regular review of their data collection needs and instruments using experienced, knowledgeable individuals.

(continued)

The CHEA Common Data Project *(continued)*

Statement on the Use of IPEDS Conventions in Accreditation Data-Reporting[2]

Results of a 1999 CHEA study on the data-reporting requirements of institutional and specialized accrediting organizations suggest that: a) few common data elements are required by a substantial number of accreditors, and b) the definitions of these data elements are usually unspecified by accreditors themselves or are left to individual institutions to provide. For the vast majority of these data elements, however, a *de facto* definitional standard is available—that specified through the Integrated Postsecondary Education Data System (IPEDS) administered by the National Center for Education Statistics (NCES). All institutions must use IPEDS conventions when completing required IPEDS surveys. As a result, using IPEDS conventions for accreditation purposes should help reduce data-related institutional workloads associated with the accreditation process.

Recognizing that CHEA organizations retain complete discretion with respect to what data they choose to collect from institutions, CHEA suggests that the participating organizations agree to use IPEDS conventions in accreditation data-reporting in the following manner:

- CHEA organizations may or may not choose to collect a particular data element or statistic that is covered by an established IPEDS definition or convention.
- If a CHEA organization chooses to require institutions to report a particular data element or statistic that is covered by an established IPEDS definition or convention, the organization will normally specify that the IPEDS definition or convention will be used.
- If a CHEA organization believes that the current IPEDS definition or convention addressing a particular data element or reporting statistic is inadequate for the purposes of review, the organization will: a) provide a definition that is as close to IPEDS definitions or conventions as possible, and b) explain in its data-collection publications or guidelines why the IPEDS definition or convention is inadequate for its review purposes.

If experience warrants, this statement may be extended to additional commonly used data definitions and conventions such as those embedded in Title IV Regulations, suggested by the ongoing work of the National Postsecondary Education Cooperative, or contained in the Common Data Set.

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[1] Prepared by the CHEA Task Force on Common Data (1999). The U.S. Department of Education, National Center for Education Statistics, *Best Practices for Data Collectors and Data Providers: Report of the Working Group on Better Coordination of Postsecondary Education Data Collection and Exchange*, NCES 1999-191, served as a model for this Principles and Good Practices section.

[2] Prepared for CHEA by the National Center for Higher Education Management Systems (1999).

Directory of
Accrediting Organizations: Regional, National, and Specialized and Professional

Directory of
State Higher Education Executive Officers

Directory of
Ranking Services

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The information in the Directories was supplied by accrediting organizations and the State Higher Education Executive Officers (SHEEO) organization in 2000–2001. Ranking services information was obtained from public sources in 2000–2001. The information has been reformatted but otherwise not edited by CHEA. The terminology used by the different organizations is not standardized, and thus there will be some discrepancies among the organizations in their responses to different items.

The *Almanac* lists accreditors that are or have been recognized by the U.S. Department of Education or are participating or recognized organizations in the Council for Higher Education Accreditation.

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Directory of
Accrediting Organizations: Regional, National, and Specialized and Professional

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Contact Information

Name of Organization:	**Middle States Association of Colleges and Schools Commission on Higher Education**
Scope:	Institutions of higher education in the Middle States region and other locations abroad.
States in Region:	Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and U.S. Virgin Islands.
Address:	3624 Market Street, Philadelphia, PA 19104
Telephone:	(215) 662-5606
Fax:	(215) 662-5501
E-mail Address:	info@msache.org
Website:	*www.msache.org*
Executive Director:	Jean Avnet Morse
Date Founded:	1919 (Commission on Higher Education; the Middle States Association was founded in 1887)
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 23 elected officials and one ex-officio member. At least one-seventh of the elected members do not currently hold professional positions in education and broadly represent the public interest. The remaining members, currently active professional and administrative staff of member institutions, are elected with consideration given to a geographic and organizational distribution that reflects the constituents' institutions.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions:	490
Range of Types of Institutions, by Carnegie Category:	Accredits Specialized, Liberal Arts, Comprehensive, Research, Doctorate-granting, and Two-year Institutions (Middle States does not use the Carnegie Categories).
Estimated Total Annual Headcount Enrollment at Accredited Institutions:	2,413,873

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visit every ten years. Additional visits may be required by commission action.
Interim and/or Annual Reporting Requirements:	A Periodic Review Report is required in the fifth year following a comprehensive visit. The commission requires annual reporting of organizational data. Additional reporting is required as requested by the commission.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**New England Association of Schools and Colleges** **Commission on Institutions of Higher Education**
Scope:	Institutions that award bachelor's, master's, or doctoral degrees and two-year degree-granting institutions that include in their offerings degrees in liberal arts and general studies.
States in Region	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, and other geographic areas in which the commission now conducts accrediting activities.
Address:	209 Burlington Road, Bedford, MA 01730-1433
Telephone:	(781) 271-0022, ext. 313
Fax:	(781) 271-0950
E-mail Address:	CIHE@neasc.org
Website:	*www.neasc.org*
Director:	Charles M. Cook
Date Founded:	1885
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is currently composed of six presidents/CEOs, nine faculty/academic and other administrators, and three public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions:	209
Range of Types of Institutions, by Carnegie Category:	Accredits Research Universities I and II, Doctoral Universities I and II, Master's Comprehensive Colleges I and II, Baccalaureate Liberal Arts Colleges I, Baccalaureate Colleges II, and Associate of Arts Colleges.
Estimated Total Annual Headcount Enrollment at Accredited Institutions:	590,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits every ten years; interim visits as stipulated.
Interim and/or Annual Reporting Requirements:	All institutions on a ten-year cycle must submit a report at the fifth year addressing specified concerns and otherwise demonstrating continued fulfillment of the Standards for Accreditation. Every institution submits an annual report on such items as enrollment and finance, as well as any changes it might have undergone. In addition, individual colleges and universities may be asked to undergo evaluations focused on matters identified by the commission and to submit progress reports on matters of concern.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Regional

Contact Information

Name of Organization:	**New England Association of Schools and Colleges** **Commission on Technical and Career Institutions**
Scope:	Secondary institutions with vocational-technical programs at the 13th and 14th level, and postsecondary institutions of higher education that provide primarily vocational-technical education at the certificate, associate, and baccalaureate degree levels.
States in Region	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont; International schools and colleges.
Address:	209 Burlington Road, Bedford, MA 01730-1433
Telephone:	(781) 271-0022, ext. 216
Fax:	(781) 271-0950
E-mail Address:	rmandeville@neasc.org
Website:	*www.neasc.org*
Director:	Richard E. Mandeville
Date Founded:	1885
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of five presidents/CEOs, 13 faculty/administrators, and three public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions:	133
Range of Types of Institutions, by Carnegie Category:	Member institutions offer the bachelor's and associate of science and/or associate of applied science degrees.
Estimated Total Annual Headcount Enrollment at Accredited Institutions:	140,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits every ten years; interim visits every five years.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**North Central Association of Colleges and Schools** **The Higher Learning Commission**
Scope:	Degree-granting institutions (graduate and undergraduate) of higher education.
States in Region:	Arkansas, Arizona, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming, and the Navajo Nation.
Address:	30 North LaSalle Street, Suite 2400, Chicago, IL 60602
Telephone:	(800) 621-7440; (312) 263-0456
Fax:	(312) 263-7462
E-mail Address:	scrow@hlcommission.org
Website:	*www.ncahigherlearningcommission.org*
Executive Director:	Steven D. Crow
Date Founded:	1895
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The policymaking board is composed of seven presidents/CEOs, six faculty/academic administrators, and three public members. The new distributed decision-making structures involve 26 members of the Institutional Actions Council (six are public members) and 130 members of the Accreditation Review Council (seven are public members). Each council's decisions are made by smaller subgroups on which one of the public members always sits.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions:	975
Range of Types of Institutions, by Carnegie Category:	Accredits Research Universities I and II, Doctoral Universities I and II, Master's Comprehensive Colleges I and II, Baccalaureate Liberal Arts Colleges I, Baccalaureate Colleges II, and Associate of Arts Colleges.
Estimated Total Annual Headcount Enrollment at Accredited Institutions:	Fall 1999: Undergraduate Headcount: 4,033,460; Graduate Headcount: 633,562 Total: 4,667,022

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every ten years; interim reports and visits are varied.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Regional

Contact Information

Name of Organization:	**Northwest Association of Schools, Colleges and Universities Commission on Colleges and Universities**
Scope:	Institutions of higher education that award associate, bachelor's, master's, and/or doctoral degrees.
States in Region:	Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.
Address:	11130 NE 33rd Place, Suite 120, Bellevue, WA 98004
Telephone:	(425) 827-2005
Fax:	(425) 827-3395
E-mail Address:	selman@cocnasc.org
Website:	*www.cocnasc.org*
Executive Director:	Sandra E. Elman
Date Founded:	1917
Publications Information:	Contact Commission on Colleges and Universities.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 26 individuals, including ten individuals representing baccalaureate or higher degree-granting institutions, eight individuals representing less than baccalaureate degree-granting institutions, four public representatives, two out-of-region representatives, one chair, and one ex officio.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions:	154
Range of Types of Institutions, by Carnegie Category:	Accredits Research Universities I and II, Doctoral Universities I and II, Master's Comprehensive Universities and Colleges I and II, Baccalaureate Liberal Arts Colleges I, Baccalaureate Colleges II, and Associate of Arts Colleges.
Estimated Total Annual Headcount Enrollment at Accredited Institutions:	975,872

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits required every ten years; interim visits required every five years.
Interim and/or Annual Reporting Requirements:	Annual report required.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Southern Association of Colleges and Schools Commission on Colleges**
Scope:	Degree-granting institutions of higher education.
States in Region:	Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and Latin America.
Address:	1866 Southern Lane, Decatur, GA 30033-4097
Telephone:	(404) 679-4500
Fax:	(404) 679-4528
E-mail Address:	jrogers@sacscoc.org
Website:	*www.sacscoc.org*
Executive Director:	James T. Rogers
Date Founded:	1895
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 77 members, including 11 public members and 66 institutional representatives.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions:	782
Range of Types of Institutions, by Carnegie Category:	Accredits Research Universities I and II, Doctoral Universities I and II, Master's Comprehensive Universities and Colleges I and II, Baccalaureate Liberal Arts Colleges I, Baccalaureate Colleges II, and Associate of Arts Colleges.
Estimated Total Annual Headcount Enrollment at Accredited Institutions:	3,496,634

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive reviews every ten years, interim reports every five years.
Interim and/or Annual Reporting Requirements:	Interim reports are required every five years as changes occur within institutions. Institutions must submit financial information annually, as well as any follow-up from the last comprehensive review.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization: **Western Association of Schools and Colleges**
Accrediting Commission for Community and Junior Colleges

Scope: Public and private postsecondary institutions offering one or more educational programs of two academic years in length that grant the associate degree and seek accreditation under ACCJC criteria.

States in Region: California, Hawaii, American Samoa, the Republic of Palau, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, and Guam.

Address: 3402 Mendocino Avenue, Santa Rosa, CA 95403-2244

Telephone: (707) 569-9177
Fax: (707) 569-9179
E-mail Address: ACCJC1@pacbell.net
Website: *www.wascweb.org*

Executive Director: Barbara A. Beno

Date Founded: 1962

Publications Information: See Website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of 14 institutional representatives and five public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions: 138

Range of Types of Institutions, by Carnegie Category: Accredits Associate of Arts Colleges.

Estimated Total Annual Headcount Enrollment at Accredited Institutions: 1,324,638

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Comprehensive visits every six years, with mid-term reports.

Interim and/or Annual Reporting Requirements: Annual reports due May 1; other reports as required.

Stated Purpose of Accreditation: Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Western Association of Schools and Colleges** **Accrediting Commission for Senior Colleges and Universities**
Scope:	The accreditation and preaccreditation of senior colleges and universities.
States in Region:	California, Hawaii, the Commonwealth of the Northern Mariana Islands, and Guam.
Address:	985 Atlantic Avenue, Suite 100, Alameda, CA 94501
Telephone:	(510) 748-9001
Fax:	(510) 748-9797
E-mail Address:	wascsr@wascsenior.org
Website:	*www.wascweb.org*
Executive Director:	Ralph A. Wolff
Date Founded:	1924
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 21 members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions:	148 (Billed for dues)
Range of Types of Institutions, by Carnegie Category:	Accredits Research Universities I and II, Doctoral Universities I and II, Master's Comprehensive Colleges I and II, Baccalaureate Liberal Arts Colleges I, and Baccalaureate Colleges II.
Estimated Total Annual Headcount Enrollment at Accredited Institutions:	653,498

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	50% of visits occur on a ten-year cycle; 50% of visits occur on a five-year or special visit cycle.
Interim and/or Annual Reporting Requirements:	Every institution is required to submit a fifth-year report or have a fifth-year visit. All institutions must submit annual reports.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Regional

Contact Information

Name of Organization:	**Accrediting Association of Bible Colleges Commission on Accreditation**
Scope:	Bible colleges and institutions offering undergraduate programs.
States/Countries within Scope:	United States, all U.S. Territories, and Canada.
Address:	5575 South Semoran Boulevard., Suite 26, Orlando, FL 32822
Telephone:	(407) 207-0808
Fax:	(407) 207-0840
E-mail Address:	exdir@aabc.org
Website:	*www.aabc.org*
Executive Director:	Larry McKinney
Date Founded:	1947
Publications Information:	Contact AABC for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of ten individuals employed by member institutions and two business or community leaders.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	87
Range of Types of Institutions, by Carnegie Category:	Accredits Bible colleges and other institutions offering degrees in religion.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	32,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Initially accredited institutions or programs are visited after five years. Following the five-year period, institutions or programs are visited on a ten-year cycle.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Accrediting Bureau of Health Education Schools**
Scope:	Postsecondary institutions specializing in allied health education, medical assistance education programs in the private sector, and medical laboratory technician education programs in the public and private sectors.
States/Countries within Scope:	United States
Address:	803 West Broad Street, Suite 730, Falls Church, VA 22046
Telephone:	(703) 533-2082
Fax:	(703) 533-2095
E-mail Address:	abhes@erols.com
Website:	*www.abhes.org*
Executive Director:	Carol Moneymaker
Date Founded:	1964
Publications Information:	Contact ABHES for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of nine individuals; five elected and four appointed. The fifth elected commissioner must represent the public.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	170
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	25,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits occur once during an accreditation cycle.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Manuscript

Contact Information

Name of Organization:	**Accrediting Commission of Career Schools and Colleges of Technology**
Scope:	Private, postsecondary degree and non-degree-granting institutions, primarily occupational or technical in nature.
States/Countries within Scope:	United States, Puerto Rico, and abroad.
Address:	2101 Wilson Boulevard, Suite 302, Arlington, VA 22201
Telephone:	(703) 247-4212
Fax:	(703) 247-4533
E-mail Address:	info@accsct.org
Website:	*www.accsct.org*
Executive Director:	Elise Scanlon
Date Founded:	1967
Publications Information:	Contact ACCSCT for available publications. Also on Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of seven individuals employed by member institutions and six representatives of nonmember higher education or postsecondary education institutions.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	764 institutions; 3,300 programs.
Range of Types of Institutions, by Carnegie Category:	Accredits Baccalaureate Colleges II, Associate of Arts Colleges, and other specialized institutions.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	360,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every five years (minimum).
Interim and/or Annual Reporting Requirements:	Every accredited school must submit an annual report and other responses to commission inquiries as directed.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Accrediting Commission of the Distance Education and Training Council**
Scope:	Private and nonprivate distance education institutions at the certificate and associate through master's degree levels.
States/Countries within Scope:	National and International.
Address:	1601 Eighteenth Street, NW, Washington, DC 20009-2529
Telephone:	(202) 234-5100
Fax:	(202) 332-1386
E-mail Address:	detc@detc.org
Website:	*www.detc.org*
Executive Secretary:	Michael P. Lambert
Date Founded:	1926
Publications Information:	Contact DETC for available publications or visit Website to view listing.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of three individuals employed by member institutions and four business or community leaders who represent the public interest.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	54 postsecondary institutions.
Range of Types of Institutions, by Carnegie Category:	Accredits Master's Comprehensive Universities and Colleges II, Baccalaureate Colleges II, Associate of Arts Colleges, Schools of Business and Management, and Other Specialized Institutions.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Approximately 2.5 million.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits once every five years.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, preparation for licensure examinations, and public information about specific institutions and programs.

Contact Information

Name of Organization:	**Accrediting Council for Continuing Education and Training**
Scope:	Institutions of higher education that offer noncollegiate continuing education programs.
States/Countries within Scope:	United States, Puerto Rico, and Saudi Arabia.
Address:	1722 N Street, NW, Washington, DC 20036
Telephone:	(202) 955-1113
Fax:	(202) 955-1118
E-mail Address:	rjwilliams@accet.org
Website:	*www.accet.org*
Executive Director:	Roger J. Williams
Date Founded:	1974
Publications Information:	Contact ACCET for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The commission is composed of between 11 and 15 members. Five of the commissioners are public commission members; all others represent member institutions.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	240 institutions.
Range of Types of Institutions, by Carnegie Category:	Accredits specialized institutions.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	630,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits occur between every one and five years.
Interim and/or Annual Reporting Requirements:	Every fiscal year, financial and enrollment information must be submitted. Every calendar year, completion, placement, and other data must be submitted.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, preparation for licensure examinations, and public information about specific institutions or programs.

National

Contact Information

Name of Organization:	**Accrediting Council for Independent Colleges and Schools**
Scope:	Business and business-related institutions awarding certificates/diplomas, occupational associate's degree, academic associate's degree, baccalaureate degree, and master's degree.
States/Countries within Scope:	United States/International.
Address:	750 First Street, NE, Suite 980, Washington, DC 20002-4241
Telephone:	(202) 336-6780
Fax:	(202) 842-2593
E-mail Address:	steve@acics.org
Website:	*www.acics.org*
Executive Director:	Steven A. Eggland
Date Founded:	1912
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of ten individuals employed by member institutions and four public representatives.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	640
Range of Types of Institutions, by Carnegie Category:	Accredits Master's Comprehensive Universities and Colleges I, Baccalaureate Colleges II, and Associate of Arts Colleges.
Estimated Total Annual Headcount Enrollment at Accredited Institutions or Programs:	345,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits occur at a maximum of every six years and an average of four-and-a-half years.
Interim and/or Annual Reporting Requirements:	Annual organizational and financial reports required.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Material

Contact Information

Name of Organization: **Association of Advanced Rabbinical and Talmudic Schools**

Scope: Degree-granting Rabbinical and Talmudic schools.

States/Countries within Scope: United States and Canada.

Address: 175 Fifth Avenue, Room 711, New York, NY 10010

Telephone: (212) 477-0950
Fax: (212) 533-5335

Executive Vice President: Bernard Fryshman

Date Founded: 1973 (current structure; 1944 for antecedent organization)

Publications Information: Contact AARTS for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of four academicians of senior faculty rank at regionally accredited institutions, four Roshei Yeshiva (academic/administrative heads of school), one member of a governing board of an accredited school, and two public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 55

Range of Types of Institutions, by Carnegie Category: Theological seminaries and other specialized faith-related institutions. AARTS-accredited institutions provide the postsecondary undergraduate experience for the young men in the Orthodox Jewish community. The instructional programs are centered around the Talmud and prepare individuals for advanced scholarship and research, and for entry into a program leading to ordination as rabbis. Students are also qualified to enter conventional graduate and professional schools.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 12,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Until 1998, accreditation was offered for a maximum of five years; exemplary institutions were eligible for seven. The period of accreditation was extended in 1998 to seven years, with exemplary schools eligible for ten.

Interim and/or Annual Reporting Requirements: In 1999, AARTS instituted a structured monitoring program for schools granted accreditation for periods greater than five years.

Stated Purpose of Accreditation: Quality assurance, quality improvement, public information, and general enhancement of the field.

Contact Information

Name of Organization:	**Association of Theological Schools in the United States and Canada Commission on Accrediting**
Scope:	Theological schools, seminaries, and divinity schools offering graduate professional and graduate academic degree programs.
States/Countries within Scope:	United States and Canada.
Address:	10 Summit Park Drive, Pittsburgh, PA 15275-1103
Telephone:	(412) 788-6505
Fax:	(412) 788-6510
E-mail Address:	ats@ats.edu
Website:	*www.ats.edu*
Executive Director:	Daniel O. Aleshire
Date Founded:	1918
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 11 individuals employed by member institutions, and three public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	170 out of 209 accredited schools have regional accreditation.
Range of Types of Institutions, by Carnegie Category:	Accredits Research Universities I and II, Doctoral Universities II, Master's Comprehensive Universities and Colleges I and II, and Theological Seminaries.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	68,500

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits required no less than every ten years.
Interim and/or Annual Reporting Requirements:	Annual statistical report required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

National

Contact Information

Name of Organization:	**Council on Occupational Education**
Scope:	Postsecondary occupational/technical education institutions through applied associate-degree level.
States/Countries within Scope:	United States and Bahamas.
Address:	41 Perimeter Center East, NE, Suite 640, Atlanta, GA 30346
Telephone:	(800) 917-2081; (770) 396-3898
Fax:	(770) 396-3790
E-mail Address:	bowmanh@council.org
Website:	*www.council.org*
Executive Director:	Harry L. Bowman
Date Founded:	1971 (as Commission on Occupational Education Institutions, Southern Association of Colleges and Schools)
Publications Information:	Contact COE for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The accrediting decision-making board is composed of 12 individuals employed by member institutions within their jurisdiction (nine administrators and three instructional personnel), three business or community leaders, and four at-large members who may or may not be affiliated with COE-accredited institutions.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	374
Range of Types of Institutions, by Carnegie Category:	Accredits specialized institutions (technical education institutions).
Estimated Total Annual Full-Time Enrollment in Accredited Institutions or Programs:	343,195 full-time equivalent enrollment.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits at least every six years.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**National Accrediting Commission of Cosmetology Arts and Sciences**
Scope:	Institutions and programs in cosmetology, manicuring, barbering, aesthetics, and related areas.
States/Countries within Scope:	United States
Address:	901 North Stuart Street, Suite 900, Arlington, VA 22203
Telephone:	(703) 527-7600
Fax:	(703) 527-8811
E-mail Address:	mkgross@erols.com
Website:	*www.naccas.org*
Chief Executive Officer:	Mark C. Gross
Date Founded:	1968
Publications Information:	Contact NACCAS for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of seven individuals who own member institutions, three representatives of nonmember institutions of higher or postsecondary education, and three individuals who own cosmetology salons.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	918
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	90,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits once every five years, or more frequently as necessary.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, preparation for licensure examinations, and public information about specific institutions or programs.

National

Contact Information

Name of Organization: **Transnational Association of Christian Colleges and Schools Accrediting Commission**

Scope: Christian postsecondary institutions (liberal arts colleges/universities, graduate schools/seminaries, Bible colleges, institutes) offering certificates, diplomas, or degrees (associate, bachelor's, or graduate).

States/Countries within Scope: United States and its territories.

Address: PO Box 328, Forest, VA 24551

Telephone: (804) 525-9539
Fax: (804) 525-9538
E-mail Address: tracs@lynchburg.net
Website: *www.tracs.org*

Executive Director: Russell Guy Fitzgerald

Date Founded: 1979

Publications Information: Contact TRACS for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of 11 individuals employed by member institutions, two representatives from a nonmember higher education or postsecondary institution, two public representatives, and one legal counsel.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 39 including 24 accredited and 15 candidates for accreditation.

Range of Types of Institutions, by Carnegie Category: Accredits Doctoral Universities II, Baccalaureate Liberal Arts Colleges I, Baccalaureate Colleges II, Associate of Arts Colleges, Theological Seminaries, Bible Colleges and other institutions offering degrees in religion, and other certificate-offering Bible institutions.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 14,160

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/Interim Visits: Visits every five years or as required.

Interim and/or Annual Reporting Requirements: Annual reports are due by October 31. Progress reports are due by January 15.

Stated Purpose of Accreditation: Quality assurance, quality improvement, preparation for licensure examination, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**AACSB International — The Association to Advance Collegiate Schools of Business**
Scope:	Baccalaureate, master's, and doctoral degree programs in business and accounting.
States/Countries within Scope:	In 2000, 390 programs in 12 countries: 371 in the United States, seven in Canada, 2 in Mexico, one in Brazil, one in Chile, one in Costa Rica, one in France, one in Germany, one in Japan, one in the Netherlands, and one in the United Kingdom.
Address:	600 Emerson Road, Suite 300, St. Louis, MO 63141-6762
Telephone:	(314) 872-8481
Fax:	(314) 872-8495
E-mail Address:	Not available.
Website:	*www.aacsb.edu*
Managing Director of Accreditation:	Milton R. Blood
Date Founded:	1916
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 23 members, including seven representatives of non-accredited institutions, three corporate representatives, four representatives from international institutions, and an Executive Committee of five officers, a majority of whom are representatives of accredited institutions. The peer review team makes decisions on accreditation. The Accreditation Committee or the board may raise questions that can be referred to the peer review team.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	In 2000, 390 programs in 12 countries: 371 in the United States, seven in Canada, two in Mexico, one in Brazil, one in Chile, one in Costa Rica, one in France, one in Germany, one in Japan, one in the Netherlands, and one in the United Kingdom.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	700,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits required every ten years.
Interim and/or Annual Reporting Requirements:	Reporting required every one to five years.
Stated Purpose of Accreditation:	Excellence in management education through continuous quality improvement, self-evaluation, and peer review.

Specialized & Professional

Contact Information

Name of Organization:	**Accreditation Board for Engineering and Technology**
Scope:	Basic (baccalaureate) and advanced (master's) level programs in engineering and engineering-related programs, and associate and baccalaureate degree programs in engineering technology programs.
States/Countries within Scope:	United States
Address:	111 Market Place, Suite 1050, Baltimore, MD 21202
Telephone:	(410) 347-7700
Fax:	(410) 625-2238
E-mail Address:	accreditation@ABET.org
Website:	*www.abet.org*
Executive Director:	George D. Peterson
Date Founded:	1932
Publications Information:	Contact ABET for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The three decision-making commissions have approximately 75% representation by individuals from academe and 25% representation by industry practitioners. In addition, the each commission includes a public member.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	Approximately 2,300 programs.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every six years.
Interim and/or Annual Reporting Requirements:	Interim reports required.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Accreditation Commission for Acupuncture and Oriental Medicine**
Scope:	First professional, master's degree, and master's level programs in acupuncture and Oriental medicine.
States/Countries within Scope:	United States and Canada.
Address:	Maryland Trade Center 3, 7501 Greenway Center Drive, Suite 820, Greenbelt, MD 20770
Telephone:	(301) 313-0855/0856/0857
Fax:	(301) 313-0912
E-mail Address:	ACAOM1@compuserve.com
Website:	Not established.
Executive Director:	Dort S. Bigg
Date Founded:	1982
Publications Information:	Contact ACAOM for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of three public members, three institutional members representing acupuncture schools, and three practitioners of acupuncture.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	35
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Approximately 6,000.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits performed as needed.
Interim and/or Annual Reporting Requirements:	Annual reports required; interim reports required as necessary.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and preparation for licensure examinations.

Contact Information

Name of Organization:	**Accreditation Council for Occupational Therapy Education** **American Occupational Therapy Association**
Scope:	Entry-level professional occupational therapy programs and occupational therapy assistant programs.
States/Countries within Scope:	United States, Puerto Rico, and Scotland. (Developing program in Ireland.)
Address:	4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220
Telephone:	(301) 652-2682
Fax:	(301) 652-7711
E-mail Address:	accred@aota.org
Website:	*www.aota.org*
Director, Accreditation Dept.:	Doris Gordon
Date Founded:	1923
Publications Information:	Contact AOTA for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of 17 members, including the chairperson; four occupational therapists with expertise in entry-level professional occupational therapy education representing baccalaureate, master's, and doctorate degree levels; four occupational therapists or occupational therapy assistants with expertise in technical-level occupational therapy education; two occupational therapists with expertise in professional-level fieldwork education; one occupational therapist or occupational therapy assistant with expertise in technical fieldwork education; one occupational therapy assistant with expertise in technical-level fieldwork education; two occupational therapy administrators or occupational therapists with special expertise; one public member representing higher education consumers; and one public member representing health care consumers.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	314 (137 occupational therapy programs, 177 occupational therapy assistant programs).
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	22,868 in 301 programs (1999–2000).

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits once every five or seven years for initially accredited programs; five, seven, or ten years for re-accredited programs.
Interim and/or Annual Reporting Requirements:	Biennial reports required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, public information about specific institutions or programs, and preparation for national certification examination.

Contact Information

Name of Organization:	**Accrediting Commission on Education for Health Services Administration**
Scope:	Graduate programs in health services administration.
States/Countries within Scope:	United States and Canada.
Address:	730 11th Street, NW, Fourth Floor, Washington, DC 20001
Telephone:	(202) 638-5131
Fax:	(202) 638-3429
E-mail Address:	acehsa@aupha.org
Website:	*www.acehsa.org*
Executive Director:	Andreea Voinea-Griffin (Interim)
Date Founded:	1968
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 15 individuals, including 13 appointed by corporate sponsors and two public members appointed by members of the commission.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	67 accredited programs; 5 candidates for accreditation.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Site and interim visits are conducted on an individual basis per program. There are no set guidelines.
Interim and/or Annual Reporting Requirements:	Progress reports are required from programs based on commission voting.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Accrediting Council on Education in Journalism and Mass Communications**
Scope:	Journalism and mass communications in institutions of higher learning.
States/Countries within Scope:	National and International.
Address:	School of Journalism, Stauffer-Flint Hall University of Kansas, Lawrence, KS 66045
Telephone:	(785) 864-3986
Fax:	(785) 864-5225
E-mail Address:	sshaw@ukans.edu
Website:	*www.ukans.edu/~acejmc*
Executive Director:	Susanne Shaw
Date Founded:	1945
Publications Information:	Contact ACEJMC for available publications.

Composition of *Accrediting Decision-Making Board*

Composition:	The decision-making board is composed of 27 educators, 22 professionals, and three public members, including the president of the Council on Foundations and an attorney.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	109
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	1,839,860 in institutions; 58,279 in programs (estimated).

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Normally, the review cycle is six years. Report committee may request an interim site visit.
Interim and/or Annual Reporting Requirements:	Starting with schools receiving accreditation in 1998-99, interim reports will be filed during the second year of the accrediting cycle.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

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Contact Information

Name of Organization:	**American Academy for Liberal Education**
Scope:	Institutions of higher education and programs within institutions of higher education that offer liberal arts degrees at the baccalaureate level or a documented equivalency.
States/Countries within Scope:	United States
Address:	1700 K Street, NW, Suite 901, Washington, DC 20006
Telephone:	(202) 452-8611
Fax:	(202) 452-8620
E-mail Address:	info@aale.org
Website:	*www.aale.org*
President:	Jeffrey D. Wallin
Date Founded:	Incorporated in 1992
Publications Information:	Publications available on AALE Website. Contact AALE for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of one individual employed by a member institution, five representatives of nonmember higher or postsecondary education institutions, and nine business or community leaders.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	10
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	10,589 (2000)

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits once every eight years for accredited institutions/programs and once every three years for pre-accredited institutions/programs.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

ontact Information

ame of Organization:	**American Association for Marriage and Family Therapy** **Commission on Accreditation for Marriage and Family Therapy Education**
cope:	Clinical training programs in marriage and family therapy at the master's, doctoral, and post-graduate levels.
tates/Countries ithin Scope:	United States, Puerto Rico, U.S. territories, and Canada.
ddress:	1133 15th Street, NW, Suite 300, Washington, DC 20005-2710
elephone:	(202) 452-0109
ax:	(202) 232-2329
-mail Address:	dkaveny@aamft.org
ebsite:	*www.aamft.org*
irector, Accreditation Services:	Donald B. Kaveny
ate Founded:	1946
ublications Information:	See Website.

omposition of Accrediting Decision-Making Board

omposition:	The decision-making board is composed of nine members, including seven professionals from the marriage and family therapy field and two public members.

rofile of Accredited Institutions, Schools, or Programs

ccredited Institutions/Programs:	94
stimated Total Annual eadcount Enrollment in ccredited Institutions r Programs:	Approximately 2,500 in programs.

ccreditation Procedures, Requirements, and Purposes

equency of Comprehensive/ terim Visits:	Visits every six years.
terim and/or Annual eporting Requirements:	Annual reports required.
ated Purpose of Accreditation:	Quality assurance, quality improvement, preparation for licensure examination, and public information about specific institutions or programs.

Contact Information

Name of Organization: **American Association of Family and Consumer Sciences Council for Accreditation**

Scope: Accredits units in postsecondary institutions in the United States and its territories having educational programs (majors) leading to a baccalaureate degree or degrees through which professionals are prepared for a career in family and consumer sciences or one of the profession's career specializations.

States/Countries within Scope: United States and its territories.

Address: 1555 King Street, Alexandria, VA 22314
Telephone: (703) 706-4600
Fax: (703) 706-4663
E-mail Address: staff@aafcs.org
Website: *www.aacfs.org*

Executive Director: Ann Collins Chadwick

Date Founded: 1909

Publications Information: See Website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of six elected members, two appointed members who are practicing professionals, two appointed public members, and one board liaison who does not vote.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 59

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Visits required every ten years.

Interim and/or Annual Reporting Requirements: Annual report required of every accredited program.

Stated Purpose of Accreditation: To provide a voluntary external evaluation of units in higher education that represent the family and consumer sciences profession and to recognize those units.

Contact Information

Name of Organization: **American Association of Nurse Anesthetists**
Council on Accreditation of Nurse Anesthesia Educational Programs

Scope: Institutions and programs of nurse anesthesia at the certificate, master's, or doctoral degree levels.

States/Countries within Scope: United States and all U.S. territories.

Address: 222 South Prospect, Suite 304, Park Ridge, IL 60068-4010

Telephone: (847) 692-7050
Fax: (847) 692-7137
E-mail Address: bhorton@aana.com
Website: *www.aana.com*

Director of Accreditation: Betty J. Horton

Date Founded: 1975

Publications Information: Contact AANA for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of four certified registered nurse anesthetist educators, two certified registered nurse anesthetist practitioners, one hospital administrator, one university representative, one public representative, one student representative, and one physician.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 84

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 2,404

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Visits every two to ten years.

Interim and/or Annual Reporting Requirements: Annual reports required.

Stated Purpose of Accreditation: Quality assurance, quality improvement, and preparation for certification examination.

Contact Information

Name of Organization: **American Bar Association**
Council of the Section of Legal Education and Admissions to the Bar

Scope: Accreditation of law schools.

States/Countries within Scope: United States.

Address: 750 North Lake Shore Drive
Chicago, IL 60611

Telephone: (312) 988-6738
Fax: (317) 988-5681
E-mail Address: Not available.
Website: *www.abanet.org/legaled*

Executive Director: John A. Sebert, Consultant on Legal Education to the American Bar Association

Date Founded: 1893

Publications Information: Contact the ABA Service Center at 1-800-258-2221.

Composition of Accrediting Decision-Making Board

Composition: The Accreditation Committee of the ABA's Section of Legal Education and Admissions to the Bar is composed of members from the academic community, the judiciary, the profession, and the public. The initial decision to continue provisional or full approval of a school is made by the Accreditation Committee. However, when the granting or removal of provisional or full approval is involved, the Accreditation Committee makes a recommendation to the Council of the Section of Legal Education and Admissions to the Bar. The council, in turn, informs the ABA's House of Delegates of its action, but the final decision is made by the council.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 183

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 131,833

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Every seven years for fully approved schools; yearly for provisionally approved schools.

Interim and/or Annual Reporting Requirements: Annual questionnaire submitted by each school.

Stated Purpose of Accreditation: Quality assurance, quality improvement, and preparation for licensure examinations.

Contact Information

Name of Organization: **American Board of Funeral Service Education Committee on Accreditation**

Scope: Funeral service education programs and institutions offering associate and bachelor's degrees.

States/Countries within Scope: United States.

Address: 38 Florida Avenue, Portland, ME 04103

Telephone: (207) 878-6530
Fax: (207) 797-7686
E-mail Address: gconnic1@maine.rr.com
Website: *www.abfse.org*

Executive Director: George P. Connick

Date Founded: 1958 (1948 as antecedent organization)

Publications Information: Contact ABFSE for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of six individuals employed by member institutions, two public members, and two representatives of the funeral service profession.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 52

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 3,800

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Visits every seven years.

Interim and/or Annual Reporting Requirements: Annual renewal reports and annual statistical report required.

Stated Purpose of Accreditation: Quality assurance.

Contact Information

Name of Organization:	**American College of Nurse-Midwives Division of Accreditation**
Scope:	Midwifery.
States/Countries within Scope:	United States.
Address:	818 Connecticut Avenue, NW, Suite 900, Washington, DC 20006
Telephone:	(202) 728-9877
Fax:	(202) 728-9897
E-mail Address:	educ@acnm.org
Website:	*www.midwife.org*
Executive Director:	Betty Watts Carrington
Date Founded:	1955
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The governing board is composed of ten members, including one public representative. The review board is composed of nine members, including one public representative.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	45
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	1,043 (as of December 31, 1999)

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	One visit required prior to pre-accreditation, five years after initial accreditation, and a maximum of eight years for all subsequent accreditation.
Interim and/or Annual Reporting Requirements:	Annual monitoring report required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and preparation for certification examinations.

Contact Information

Name of Organization:	**American Council for Construction Education Board of Trustees**
Scope:	Four-year baccalaureate degree programs and two-year associate degree programs in construction education.
States/Countries within Scope:	United States and Canada.
Address:	1300 Hudson Lane, Suite 3, Monroe, LA 71201-6054
Telephone:	(318) 323-2816
Fax:	(318) 323-2413
E-mail Address:	acce@iamerica.net
Website:	*www.acce-hq.org*
Executive Vice President:	Daniel L. Dupree
Date Founded:	1974
Publications Information:	Contact ACCE.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 17 industry association trustees, 17 construction academic trustees, five construction industry trustees, and five public interest trustees.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	58
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits required every three or six years.
Interim and/or Annual Reporting Requirements:	All accredited programs must submit three-year interim reports. Some are required to submit one- and two-year interim reports.
Stated Purpose of Accreditation:	To promote and improve construction education at the postsecondary level.

Contact Information

Name of Organization:	**American Council on Pharmaceutical Education**
Scope:	Professional degree program leading to the Doctor of Pharmacy degree.
States/Countries within Scope:	United States.
Address:	311 West Superior, Suite 512, Chicago, IL 60610
Telephone:	(312) 664-3575
Fax:	(312) 664-4652
E-mail Address:	pvlasses@acpe-accrediting
Website:	*www.acpe-accredit.org*
Executive Director:	Peter H. Vlasses
Date Founded:	1932
Publications Information:	Contact ACPE for available publications; available on Website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of 10 members; three appointed by the American Pharmaceutical Association (APhA), three by the American Association of Colleges of Pharmacy (AACP), three by the National Association of Boards of Pharmacy (NABP), and one by the American Council on Education (ACE).

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	82
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Please contact the American Association of Colleges of Pharmacy at *www.aacp.org*.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits every six years.
Interim and/or Annual Reporting Requirements:	Interim reporting required when necessary.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**American Culinary Federation, Inc.**
Scope:	Associate degrees, diplomas, and certificates in culinary arts that are more than 1,000 contact hours in length.
States/Countries within Scope:	United States, Canada, the Caribbean, and Europe.
Address:	10 San Bartola Drive, St. Augustine, FL 32085
Telephone:	(904) 824-4468
Fax:	(904) 825-4758
E-mail Address:	wrhea@acfchefs.net or cchilders@acfchefs.net
Website:	*www.acfchefs.org*
Executive Director:	Walter Rhea
Date Founded:	1929
Publications Information:	Contact Erin Neville, Communications Department.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of seven individuals.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	105 institutions; 171 programs.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	20,000 in programs.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits occur every three to seven years.
Interim and/or Annual Reporting Requirements:	Annual report required.
Stated Purpose of Accreditation:	To standardize training in culinary arts.

Contact Information

Name of Organization:	**American Dental Association Commission on Dental Accreditation**
Scope:	Dental education programs leading to the DDS or DMD degrees; dental auxiliary education programs (dental assisting, dental hygiene, and dental laboratory technology); and advanced dental educational programs (general practices residency, advanced general dentistry, and the specialties of dental public health, endodontics, oral pathology, orthodontics, oral and maxillofacial radiology, oral and maxillofacial surgery, pediatric dentistry, periodontics, and prosthodontics).
States/Countries within Scope:	United States.
Address:	211 East Chicago Avenue, 18th Floor, Chicago, IL 60611
Telephone:	(800) 621-8099; (312) 440-4653
Fax:	(312) 440-2915
E-mail Address:	hartk@ada.org
Website:	*www.ada.org*
Executive Director:	Karen M. Hart
Date Founded:	1975
Publications Information:	Contact ADA for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board generally is composed of four members appointed by the American Dental Association; four active, life, or retired members of the American Dental Association selected by the American Association of Dental Examiners (excluding faculty members from schools of dentistry); four active, life, or retired members of the American Dental Association selected by the American Association of Dental Schools; one certified dental assistant; one licensed dental hygienist; one certified dental laboratory technician; one student; one dentist for each ADA-recognized dental specialty; one dentist representing postdoctoral general dentistry; and four consumers who are neither dentists nor allied dental personnel.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	1,350 programs.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Approximately 40,000 in programs.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every seven years.
Interim and/or Annual Reporting Requirements:	Annual survey required. Progress reports required at six-month intervals until compliance is achieved.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, preparation for licensure examinations (indirectly—not part of mission), and public information about specific institutions or programs.

Specialized & Professional

Contact Information

Name of Organization:	**American Institute of Certified Planners/Association of Collegiate Schools of Planning, Planning Accreditation Board**
Scope:	Accredits bachelor's and master's programs in planning.
States/Countries within Scope:	United States and Canada.
Address:	Merle Hay Tower, Suite 302, 3800 Merle Hay Road, Des Moines, IA 50310
Telephone:	(515) 252-0729; (515) 252-0733
Fax:	(515) 252-7404
E-mail Address:	fi_PAB@netins.net
Website:	*www.netins.net/showcase/pab_fi66*
Executive Director:	Beatrice Clupper
Date Founded:	1984
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of eight members including one public representative, one recent planning student, three planning educators, one citizen planner, and two practitioners.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	69 institutions; 79 programs.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	6,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits required every five years.
Interim and/or Annual Reporting Requirements:	Annual report required.
Stated Purpose of Accreditation:	To foster high standards for professional education in planning.

Contact Information

Name of Organization:	**American Library Association Committee on Accreditation**
Scope:	Master's level programs of education for library and information studies.
States/Countries within Scope:	United States and Canada.
Address:	50 East Huron Street, Chicago, IL 60611
Telephone:	(800) 545-2433
Fax:	(312) 280-2433
E-mail Address:	aoneill@ala.org
Website:	*www.ala.org/accreditation.html*
Executive Director:	Ann O'Neill, Office for Accreditation William R. Gordon, Executive Director, ALA
Date Founded:	1924; 1956 reestablished as the Committee on Accreditation
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 12 members, including ten members of ALA and two public representatives.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	58
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	11,534

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	At least every seven years.
Interim and/or Annual Reporting Requirements:	Statistical reports are required annually and narratives are required every two years.
Stated Purpose of Accreditation:	To improve the quality of library and information sciences through the improvement of professional education for librarians and information professionals.

Specialized & Professional Accreditors

Contact Information

Name of Organization: **American Osteopathic Association Bureau of Professional Education**

Scope: Programs leading to the Doctor of Osteopathy (DO) degree or Doctor of Osteopathic Medicine (DO); organizational accreditation of freestanding institutions of osteopathic medicine.

States/Countries within Scope: United States.

Address: Department of Education, AOA
142 East Ontario Street, Chicago, IL 60611-2864

Telephone: (312) 202-8048
Fax: (312) 202-8202
E-mail Address: kretz@aoa-net.org; jcrosby@aoa-net.org
Website: *www.aoa-net.org*

Director: Konrad C. Miskowicz-Retz, Director, Department of Education
John B. Crosby, Executive Director of AOA

Date Founded: 1897 (as American Association for the Advancement of Osteopathy)

Publications Information: Contact AOA for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of three public members, two representatives from the American Association of Colleges of Osteopathic Medicine, one representative from the American Osteopathic Healthcare Association, one representative from the AOA Bureau of Small States, two postdoctoral educators, two representatives from specialty colleges, one representative from a specialty board, and one AOA member at large.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 16 colleges have accreditation; three colleges have provisional accreditation.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 10,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Full comprehensive visit required every seven years.

Interim and/or Annual Reporting Requirements: Annual written reports required.

Stated Purpose of Accreditation: Quality assurance.

Contact Information

Name of Organization:	**American Podiatric Medical Association** **Council on Podiatric Medical Education**
Scope:	Colleges of podiatric medicine.
States/Countries within Scope:	United States.
Address:	9312 Old Georgetown Road, Bethesda, MD 20814-1698
Telephone:	(301) 571-9200
Fax:	(301) 571-4903
E-mail Address:	artinkleman@apma.org
Website:	*www.apma.org*
Executive Director:	Alan R. Tinkleman
Date Founded:	1918
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 11 members, including eight at-large representatives, two public representatives, and one postsecondary educator.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	7
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	2,500

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits required every eight years; interim visits are required as necessary.
Interim and/or Annual Reporting Requirements:	Annual statistical report required; interim progress reports required at the four-year mark.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization: **American Psychological Association Committee on Accreditation**

Scope: Doctoral programs in clinical, counseling, school, and combined professional-scientific psychology; internship programs in professional psychology; and postdoctoral residency programs in professional psychology.

States/Countries within Scope: United States, U.S. territories, and Canada.

Address: Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE, Washington, DC 20002-4242

Telephone: (202) 336-5979
Fax: (202) 336-5978
E-mail Address: apaaccred@apa.org
Website: *www.apa.org*

Executive Director: Susan Zlotlow

Date Founded: APA has been accrediting programs since 1948.

Publications Information: Contact APA for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of ten seats reserved for individuals in professional schools and training programs, four seats reserved for practitioners of the profession representing independent and organizational practice, two seats reserved for the general public, and one seat reserved for graduate student in professional psychology. Four seats are reserved for academic leaders in psychology graduate education.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 340 doctoral programs, 457 internships, and 6 postdoctoral programs.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 21,062 in doctoral programs.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: For doctoral programs, visits once every seven years minimum; for internships and postdoctoral programs, visits once every five years minimum.

Interim and/or Annual Reporting Requirements: Annual updates required.

Stated Purpose of Accreditation: Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**American Society for Microbiology** **American College of Microbiology**
Scope:	Postdoctoral programs in clinical microbiology and immunology.
States/Countries within Scope:	United States.
Address:	1752 N Street, NW, Washington, DC 20036
Telephone:	(202) 942-9225
Fax:	(202) 942-9380
E-mail Address:	college@asmusa.org
Website:	*www.asmusa.org*
Executive Director:	Michael Goldberg
Date Founded:	1899
Publications Information:	Contact by telephone, fax, or e-mail request.

Composition of Accrediting Decision-Making Board

Composition:	Chair and a minimum of six microbiologists or immunologists.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	11
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	11

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Accredited up to seven years.
Interim and/or Annual Reporting Requirements:	Annual report required; attend meeting at least every other year.
Stated Purpose of Accreditation (and all AABB Activities):	To promote and encourage excellence in the training of microbiologists and immunologists.

Contact Information

Name of Organization: **American Society of Landscape Architects**
Landscape Architectural Accreditation Board

Scope: First professional degrees at the bachelor's or master's level.

States/Countries within Scope: United States.

Address: 636 I Street, NW, Washington, DC 20001-3736
Telephone: (202) 898-2444
Fax: (202) 898-1185
E-mail Address: rleighton@asla.org
Website: *www.asla.org*

Director: Ronald C. Leighton, Director of Academic Relations

Date Founded: ASLA 1899; Accreditation since 1920s

Publications Information: See Website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed 12 members, including three public members, three educators, three practitioners, one representative from a licensing group, one representative of an educator group, and one representative from a professional society.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 46 baccalaureate programs and 29 master's programs.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 5,600

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Visits occur every five years.

Interim and/or Annual Reporting Requirements: Annual report required.

Stated Purpose of Accreditation: To promote quality education and assurance to both the profession and the public, to encourage diversity and creativity, to encourage regular review, and to assist each program.

Contact Information

Name of Organization: **American Speech-Language-Hearing Association**
Council on Academic Accreditation in Audiology and Speech-Language Pathology

Scope: Master's and entry-level doctoral programs in speech-language pathology and audiology. (Academic accreditation is the responsibility of the Council on Academic Accreditation [CAA] in Audiology and Speech-Language Pathology.)

States/Countries within Scope: United States.

Address: 10801 Rockville Pike, Rockville, MD 20852

Telephone: (301) 897-5700 ext. 4140
Fax: (301) 571-0481
E-mail Address: ptice@asha.org
Website: *www.asha.org*

Director of Credentialing: Patrima Tice

Date Founded: ASHA was founded in 1925; predecessors of CAA began the work of accrediting master's degree programs in 1965. CAA's current structure and charge were established in 1996.

Publications Information: Contact ASHA for available publications.

Composition of Accrediting Decision-Making Board

Composition: The accreditation council is composed of 11 voting members and two nonvoting ex officios. The voting members include one public member and ten members of the professions (five representing speech-language pathology and five representing the area of hearing), seven of whom are from accredited academic settings and three practitioners from nonacademic settings. The nonvoting ex officios are the National Office staff liaison and the chair of the certification board.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 225

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 10,000-11,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Site visits are conducted as part of the full accreditation or re-accreditation review every five to eight years, depending on the accreditation cycle. Interim site visits are conducted as warranted by information from annual reports.

Interim and/or Annual Reporting Requirements: Accredited programs are expected to submit reports annually. Candidate programs are required to submit reports every six months.

Stated Purpose of Accreditation: Quality assurance, quality improvement, and public recognition of programs that meet established standards.

Specialized & Professional

Contact Information

Name of Organization:	**American Veterinary Medical Association** **Division of Education and Research**
Scope:	Programs leading to professional degrees of Doctor of Veterinary Medicine (DVM) or Veterinary Medical Doctor (VMD) in veterinary medicine.
States/Countries within Scope:	National and International.
Address:	Division of Education and Research 1931 North Meacham Road, Suite 100, Schaumburg, IL 60173-4360
Telephone:	(800) 248-2862; (847) 925-8070 ext. 236
Fax:	(847) 925-1329
E-mail Address:	AVMAINFO@avma.org
Website:	*www.avma.org*
Executive Director:	Donald G. Simmons
Date Founded:	1863
Publications Information:	Contact the AVMA Division of Education and Research.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of academics and practitioners, a member at large, a Canadian Veterinary Medical Association member, and public members elected by the Council on Education.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	27 programs in the United States, four programs in Canada, and three programs in another foreign country.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	8,800 in four-year programs.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every seven years.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and preparation for licensure examinations.

Contact Information

Name of Organization:	**Association for Clinical Pastoral Education, Inc. Accreditation Commission**
Scope:	Programs in clinical pastoral education and supervisory clinical pastoral education.
States/Countries within Scope:	United States.
Address:	1549 Clairmont Road, Suite 103, Decatur, GA 30033-4611
Telephone:	(404) 320-1472
Fax:	(404) 320-0849
E-mail Address:	acpe@acpe.edu
Website:	*www.acpe.edu*
Executive Director:	Teresa E. Snorton
Date Founded:	1967
Publications Information:	Contact ACPE for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 12 individuals from member institutions, one representative of a nonmember higher or postsecondary education institution, and one health care administrator from an outside jurisdiction.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	378
Range of Types of Institutions, by Carnegie Category:	Not available.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	6,500

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits at ten-year intervals.
Interim and/or Annual Reporting Requirements:	Five-year intervals for full, written self-study. Annual report required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, public information about specific institutions or programs, and compliance with current ACPE standards.

Contact Information

Name of Organization:	**Association of American Law Schools**
Scope:	Schools and programs in legal education offering the *juris doctor* (JD) degree.
States/Countries within Scope:	United States.
Address:	1201 Connecticut Avenue, NW, Suite 800, Washington, DC 20036-2605
Telephone:	(202) 296-8851
Fax:	(202) 296-8869
E-mail Address:	cmonk@aals.org
Website:	*www.aals.org*
Executive Director:	Carl Monk
Date Founded:	1900
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 11 members, including two public members and nine legal educators.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	162
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	113,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits required every seven years. Interim visits required as necessary.
Interim and/or Annual Reporting Requirements:	Interim report required as necessary. No annual report required.
Stated Purpose of Accreditation (and All AABB Activities):	To improve the legal profession through legal education.

Contact Information

Name of Organization:	**Association of Collegiate Business Schools and Programs**
Scope:	Associate, baccalaureate, and graduate business degree programs.
States/Countries within Scope:	United States and International.
Address:	7007 College Boulevard, Suite 420, Overland Park, KS 66211
Telephone:	(913) 339-9356
Fax:	(913) 339-6226
E-mail Address:	info@acbsp.org
Website:	*www.acbsp.org*
Executive Director:	Frank S. Wert
Date Founded:	1988
Publications Information:	Not available.

Composition of Accrediting Decision-Making Board

Composition:	The board of commissioners for associate degree programs is composed of nine members from the associate degree commission and one public member. The board of commissioners for baccalaureate/graduate degrees is composed of nine members from the baccalaureate/graduate degree commission and one public member.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	261
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits required every ten years, or more often if needed.
Interim and/or Annual Reporting Requirements:	Fully accredited institutions are required to submit a report every three years covering the three years. Conditionally accredited institutions are required to submit an annual report.
Stated Purpose of Accreditation:	To promote accountability and continuous academic improvements.

Contact Information

Name of Organization:	**Commission on Accreditation for Dietetics Education** **American Dietetic Association**
Scope:	Associate degree dietetic technician programs, baccalaureate and graduate degree coordinated dietetics programs, and post-baccalaureate dietetic internships.
States/Countries within Scope:	United States and U.S. territories.
Address:	216 West Jackson Boulevard, Chicago, IL 60606-6995
Telephone:	(312) 899-4872
Fax:	(312) 899-4817
E-mail Address:	bmitche@eatright.org
Website:	*www.eatright.org/cade*
Executive Director:	Beverly E. Mitchell
Date Founded:	1917
Publications Information:	To order CADE publications, contact ADA accreditation staff for information. Call (312) 899-5400, e-mail: education@eatright.org, or visit the Website (see above).

Composition of Accrediting Decision-Making Board

Composition:	The commission is composed of 12 individuals representing dietetics education programs, sponsoring institutions, students, and the public.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	384 accredited programs (223 approved programs moving to accredited status by 2010).
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	6,000 in accredited programs; 10,000 in approval programs.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every ten years.
Interim and/or Annual Reporting Requirements:	Reports on program evaluation and outcomes assessment are due at five-year intervals. Reports on program enrollment and completion are required annually. Reports on major changes are required as they occur.
Stated Purpose of Accreditation:	Quality assurance, quality improvement of preparation for entry to dietetics profession, and public information about specific programs.

Contact Information

Name of Organization:	**Commission on Accreditation in Physical Therapy Education** **American Physical Therapy Association**
Scope:	Professional programs that prepare physical therapists to enter the profession at the baccalaureate, master's, and clinical doctorate degree levels; and entry-level paraprofessional programs that prepare physical therapist assistants at the associate degree level.
States/Countries within Scope:	United States, Puerto Rico, U. S. territories, Canada, The Netherlands, France, Northern Ireland, and Scotland.
Address:	1111 North Fairfax Street, Alexandria, VA 22314
Telephone:	(703) 706-3245
Fax:	(703) 838-8910
E-mail Address:	accreditation@apta.org
Website:	*www.apta.org*
Director:	Mary Jane Harris
Date Founded:	Began reviewing programs in 1928. Implemented program for accreditation of programs in 1977.
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The Commission on Accreditation in Physical Therapy Education is composed of 26 individuals representing categories such as physical therapist and physical therapist assistant educators, basic scientists, physicians, educational administrators, clinicians, employers, and public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	496 programs in September 2000.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	1999–2000 Academic Year: 22,528 students in accredited physical therapist education programs and 9,455 students in the accredited physical therapist assistant education programs.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Programs seeking candidate for accreditation status are visited by a reader/consultant prior to action on the program. Full visits are required prior to granting a term (cycle) of accreditation. The term of accreditation for programs receiving initial accreditation is five years. Programs seeking to continue accreditation are awarded accreditation for a maximum of eight years. Interim visits may occur if the institution seeks accreditation of an additional program at a site previously not visited by the agency or if there exist areas of continued noncompliance that may jeopardize the accreditation status. CAPTE may request that a focus visit occur if it determines one is needed to gather or validate information about the program.
Interim and/or Annual Reporting Requirements:	All accredited and developing programs are required to submit a Biennial Accreditation Report.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**Commission on Accreditation of Allied Health Education Programs**
Scope:	Certificate, associate's, bachelor's, and master's degrees.
States/Countries within Scope:	United States.
Address:	35 East Wacker Drive, Suite 1970, Chicago, IL 60601-2208
Telephone:	(312) 553-9355
Fax:	(312) 553-9616
E-mail Address:	megivern@caahep.org
Website:	*www.caahep.org*
Executive Director:	Kathleen Megivern
Date Founded:	1994
Publications Information:	Quarterly newsletter.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of four representatives of committees on accreditation, four representatives of professional organizations, two public members, and four representatives of accredited programs (educational institutions).

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	1,989
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	87,500

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits vary with each of the 18 committees. The usual time between comprehensive reviews is approximately five years.
Interim and/or Annual Reporting Requirements:	Most require an annual report.
Stated Purpose of Accreditation:	To assure quality programs for preparation of qualified allied health professionals.

Contact Information

Name of Organization:	**Commission on Collegiate Nursing Education**
Scope:	Baccalaureate and graduate degree programs in nursing.
States/Countries within Scope:	United States and its territories.
Address:	One Dupont Circle, NW, Suite 530, Washington, DC 20036
Telephone:	(202) 887-6791
Fax:	(202) 887-8476
E-mail Address:	jbutlin@aacn.nche.edu
Website:	*www.aacn.nche.edu/accreditation*
Director of Accreditation:	Jennifer Butlin
Date Founded:	1996
Publications Information:	See Website or contact CCNE for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 13 members, including three representatives of the faculties of nursing education programs, three chief nursing administrators (e.g., deans) from nursing education programs, three representatives from the field of professional nurses, two professional consumers who represent employers of health care professionals, and two public consumers. The board is elected by CCNE's constituent programs.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	262 degree programs in nursing (149 baccalaureate; 113 master's).
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Baccalaureate: approximately 32,000 Master's: approximately 11,500

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Programs undergoing review for initial accreditation may be awarded a term of accreditation of up to five years. Programs undergoing review for continued accreditation may be awarded a term of accreditation of up to 10 years. Focused evaluations may be requested by the board, if necessary.
Interim and/or Annual Reporting Requirements:	Annual report required. Continuous improvement progress report required at mid-point of accreditation term. Substantive change notifications required, as well.
Stated Purpose of Accreditation:	Quality assurance and quality improvement in nursing education. To serve the public interest by assessing and identifying programs that engage in effective educational practices in the preparation of nurses.

Contact Information

Name of Organization: **Commission on Opticianry Accreditation**

Scope: Two-year programs for associate degrees in ophthalmic dispensing and one-year certificate programs for ophthalmic laboratory technology.

States/Countries within Scope: United States and Puerto Rico.

Address: 7023 Little River Turnpike, Suite 2, Annandale, Virginia 22003

Telephone: (703) 941-9110
Fax: (703) 916-7966
E-mail Address: coa@erols.com
Website: *www.COAccreditation.com*

Director of Accreditation: Amy Hammer

Date Founded: 1985 (recognized by U.S. Department of Education)

Publications Information: Contact COA for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of 12 commissioners; four are appointed by the National Academy of Opticianry, four by the Opticians Association of America, and two by the National Federation of Opticianry Schools. Two public members are appointed by the commission.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 25 two-year associate degree programs, 3 one-year certificate programs.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 700

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Accreditation periods range from two to six years.

Interim and/or Annual Reporting Requirements: Annual reports due April 1 and October 1.

Stated Purpose of Accreditation: Quality assurance, quality improvement, preparation for licensure examinations, and public information about specific institutions or programs and opticianry education.

Contact Information

Name of Organization:	**Computer Sciences Accreditation Commission of the Computing Sciences Accreditation Board**
Scope:	Baccalaureate programs that prepare students for entry into the computing sciences professions.
States/Countries within Scope:	United States and its territories.
Address:	184 North Street, Stamford, CT 06901
Telephone:	(203) 975-1117
Fax:	(203) 975-1222
E-mail Address:	csab@csab.org
Website:	*www.csab.org*
Executive Director:	Patrick M. LaMalva
Date Founded:	1985
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of academic, business, and government representatives.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	160 programs
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits required every three years.
Interim and/or Annual Reporting Requirements:	Interim and annual reports required depending on accreditation status.
Stated Purpose of Accreditation:	To satisfy criteria of the Computer Science Accreditation Commission (CSAC).

Contact Information

Name of Organization: **Council for Accreditation of Counseling and Related Educational Programs**
American Counseling Association

Scope: Master's degree programs designed to prepare individuals for community counseling, marriage and family counseling/therapy, mental health counseling, school counseling, and student affairs practice in higher education. Doctoral-level programs in counselor education and supervision.

States/Countries within Scope: United States and Canada.

Address: 5999 Stevenson Avenue, Alexandria, VA 22304
Telephone: (703) 823-9800
Fax: (703) 823-1581
E-mail Address: cacrep@aol.com
Website: *www.counseling.org/cacrep*

Executive Director: Carol L. Bobby

Date Founded: 1981

Publications Information: No information submitted.

Composition of Accrediting Decision-Making Board

Composition: Membership on the CACREP Board of Directors currently consists of 17 voting individuals who are appointed as representatives to the board by sustaining member organizations or constituent member organizations, or as public representatives. Each representative shall serve a term of three years. Representatives may serve for no more than two consecutive three-year terms.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 143 institutions

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Visits occur every seven years.

Interim and/or Annual Reporting Requirements: Each accredited program is required to submit a mid-cycle report to be completed at the end of the third year of accreditation.

Stated Purpose of Accreditation: To provide leadership and promote excellence in professional preparation through the accreditation of counseling and related educational programs. CACREP is dedicated to: (1) encouraging and promoting the continuing development and improvement of preparation programs, and (2) preparing counseling and related professionals to provide services consistent with the ideal of optimal human development.

Contact Information

Name of Organization:	**Council on Chiropractic Education Commission on Accreditation**
Scope:	Doctor of chiropractic degree programs and single-purpose institutions offering the doctor of chiropractic program.
States/Countries within Scope:	United States.
Address:	8049 North 85th Way, Scottsdale, AZ 85258-4321
Telephone:	(480) 443-8877
Fax:	(480) 483-7333
E-mail Address:	cce@cce-usa.org
Website:	*www.cce-usa.org*
Executive Vice President:	Paul D. Walker
Date Founded:	1971
Publications Information:	Contact CCE for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of five individuals employed by member institutions, two public members, and four doctors of chiropractic.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	16
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	13,379

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits at five-year intervals.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information regarding chiropractic education.

Contact Information

Name of Organization:	**Council on Education for Public Health**
Scope:	Schools of public health, community health education programs, and community health/ preventive medicine programs.
States/Countries within Scope:	United States
Address:	800 I Street, NW, Suite 202, Washington, DC 20001
Telephone:	(202) 789-1050
Fax:	(202) 789-1895
E-mail Address:	patevans@ceph.org
Website:	*www.ceph.org*
Executive Director:	Patricia Evans
Date Founded:	1974
Publications Information:	Contact CEPH for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of five individuals employed by member institutions, two public members, and three practitioners.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	71
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	15,400

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits approximately every seven years.
Interim and/or Annual Reporting Requirements:	Annual data reports required.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Council on Naturopathic Medical Education**
Scope:	Institutions and graduate programs in naturopathy that lead to the degree of doctor of naturopathy (ND) or doctor of naturopathic medicine (NMD).
States/Countries within Scope:	United States and Canada.
Address:	PO Box 11426, Eugene, OR 97440-3626
Telephone:	(541) 484-6028 (Information Line) (541) 687-7183 (Executive Director)
Fax:	(541) 343-8675
E-mail Address:	dir@cnme.org
Website:	*www.cnme.org*
Executive Director:	Robert Lofft
Date Founded:	1978
Publications Information:	Contact CNME for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of four individuals employed by member institutions, three representatives of nonmember higher or postsecondary education institutions, and five naturopathic physicians.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	4
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	1,350

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every five years (minimum).
Interim and/or Annual Reporting Requirements:	Annual reports due January 1.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and preparation for licensure examinations.

Specialized & Professional

Contact Information

Name of Organization:	**Council on Optometric Education**
Scope:	Professional optometric degree programs (doctoral level), optometric residency programs (certificate level), and optometric associate degree programs.
States/Countries within Scope:	United States and Canada.
Address:	243 North Lindbergh Boulevard, St. Louis, MO 63141
Telephone:	(314) 991-4100
Fax:	(314) 991-4101
E-mail Address:	jlurbeck@theaoa.org
Website:	*www.aoanet.org/accreditation.html*
Administrative Director:	Joyce Urbeck
Date Founded:	1934
Publications Information:	Accreditation manuals and lists of accredited programs available.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 11 members, including three practitioners, three educators, two state licensing board members, two public representatives, and one optometric technician.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	19 professional optometric degree programs (doctoral level), six optometric technician programs, and 112 optometric residencies (postdoctoral certificate).
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	1,500

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits required every seven years maximum; interim visits are required as necessary.
Interim and/or Annual Reporting Requirements:	Annual report required.
Stated Purpose of Accreditation:	To assure the continuing quality of programs subject to the accreditation process.

Contact Information

Name of Organization:	**Council on Rehabilitation Education** **Commission on Standards and Accreditation**
Scope:	Graduate programs in rehabilitation counseling.
States/Countries within Scope:	United States.
Address:	1835 Rohlwing Road, Suite E, Rolling Meadows, IL 60008
Telephone:	(847) 394-1785
Fax:	(847) 394-2108
E-mail Address:	dclink911@juno.com
Website:	*www.core-rehab.org*
Executive Director:	Donald C. Linkowski
Date Founded:	1972
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of two representatives from the American Rehabilitation Counseling Association, one representative from the Council of State Administrators of Vocational Rehabilitation, two representatives from the National Council on Rehabilitation Education, two representatives from the National Rehabilitation Counseling Association, one representative from the National Council of State Agencies for the Blind, and two public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	84
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	3,301

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visit generally every eight years.
Interim and/or Annual Reporting Requirements:	Annual report required.
Stated Purpose of Accreditation:	The accreditation of RCE Programs seeks to promote the effective delivery of rehabilitation services to individuals with disabilities by promoting and fostering continuing review and improvement of master's degree-level RCE programs. CORE's accreditation process promotes program self-improvement rather than outside censure. A concomitant purpose is to meet the personal needs of both public and private rehabilitation agencies by providing graduates who have the skills, knowledge, and attitudes necessary to provide rehabilitation counseling services to individuals with physical, mental, and/or emotional disabilities.

Specialized & Professional

Contact Information

Name of Organization:	**Council on Social Work Education** **Division of Standards and Accreditation**
Scope:	Baccalaureate and master's degree programs in social work.
States/Countries within Scope:	United States and Puerto Rico.
Address:	1725 Duke Street, Suite 500, Alexandria, VA 22314-3457
Telephone:	(703) 683-8080 ext. 209
Fax:	(703) 739-9048
E-mail Address:	nrandolph@cswe.org
Website:	*www.cswe.org*
Director:	Nancy Randolph
Date Founded:	1952
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 25 members, including educators, practitioners, students, and public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	Bachelor's in Social Work (BSW) – 421 programs Master's in Social Work (MSW) – 139 programs
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	79,130

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Initial accreditation visits occur every four years. Reaffirmation visits occur every eight years.
Interim and/or Annual Reporting Requirements:	Interim reports are required only if there are concerns during the initial or reaffirmation process.
Stated Purpose of Accreditation:	Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve.

Contact Information

Name of Organization:	**Environmental Health Science and Protection Accreditation Council**
Scope:	Undergraduate and graduate programs in environmental health science and protection.
States/Countries within Scope:	United States.
Address:	720 South Colorado Boulevard, South Tower, Suite 970, Denver, CO 80246
Telephone:	(303) 756-9090
Fax:	(303) 691-9490
E-mail Address:	ehac@wcnet.org
Website:	*www.neha.org/AccredCouncil.html*
Executive Director:	Gary Silverman
Date Founded:	1967
Publications List:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of ten individuals employed by member institutions, two representatives of nonmember higher or postsecondary education institutions, and 11 business or community leaders.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	24
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Approximately 2,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every six years maximum.
Interim and/or Annual Reporting Requirements:	No information submitted.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Foundation for Interior Design Education Research**
Scope:	Professional-level programs and preprofessional assistant programs (until 2003) in interior design.
States/Countries within Scope:	United States and Canada.
Address:	146 Monroe Center, NW, Suite 1318, Grand Rapids, MI 49503-2822
Telephone:	(616) 458-0400
Fax:	(616) 458-0460
E-mail Address:	kayem@fider.org
Website:	*www.fider.org*
Executive Director:	Kayem Dunn
Date Founded:	1970
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of six members, including one public representative and five educators and practitioners with site visit experience.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	136 programs
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	12,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits required every six years.
Interim and/or Annual Reporting Requirements:	Progress report required between visits. Interim visit may be required at three years.
Stated Purpose of Accreditation:	To lead the interior design profession to excellence by setting standards and accrediting academic programs.

Contact Information

Name of Organization:	**Joint Review Committee on Education in Radiologic Technology**
Scope:	Programs for radiographers and radiation therapists.
States/Countries within Scope:	United States and its territories.
Address:	20 North Wacker Drive, Suite 900, Chicago, IL 60606-2901
Telephone:	(312) 704-5300
Fax:	(312) 704-5304
E-mail Address:	mail@jrcert.org
Website:	*www.jrcert.org*
Chief Executive Officer:	Joanne S. Greathouse
Date Founded:	1971
Publications Information:	Contact JRCERT for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of eight individuals employed by member institutions, one business or community leader, and one retired member formerly employed by a member institution.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	660 programs
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	23,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits range from two to eight years.
Interim and/or Annual Reporting Requirements:	Annual and interim reports required at mid-point of maximum accreditation award.
Stated Purpose of Accreditation:	Excellence in education and quality and safety of patient care.

Contact Information

Name of Organization:	**Joint Review Committee on Educational Programs in Nuclear Medicine Technology**
Scope:	Higher education programs for the nuclear medicine technologist.
States/Countries within Scope:	United States and its territories.
Address:	PMB #418, 1 Second Avenue East, Suite C, Polson, MT 59860-2107
Telephone:	(406) 883-0003
Fax:	(406) 883-0022
E-mail Address:	jrcnmt@centurytel.net
Website:	*www.jrcnmt.org*
Executive Director:	Elaine Cuklanz
Date Founded:	1970
Publications Information:	Contact JRCNMT for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 14 members. Two members with no connection to accredited institutions or relations to other members of the board represent the public. Twelve members represent the profession; each of the four professional sponsoring organizations appoints three representatives. Six physicians and six technologists represent nuclear medicine technology.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	96 programs
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	1,330

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Initial accreditation awards are for a period of three years. Follow-up reports are requested for new applicants. If satisfactory, the award is extended for a total of five years. Continued accreditation awards are for a period of five years. For programs that have had three consecutive accreditation actions without major findings, the award period is extended to seven years. Mid-cycle reports are requested for programs receiving seven (one-year) accreditation awards.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, preparation for licensure exams, public information about specific institutions or programs, and protection against internal and external pressures to modify programs for reasons that are not educationally sound. Provides assurance to employers that graduates of an accredited program have received an acceptable quality of education based on minimum national standards.

Contact Information

Name of Organization:	**Liaison Committee on Medical Education**		
Scope:	Medical education programs leading to the MD degree.		
States/Countries within Scope:	United States, Puerto Rico, and Canada.		
Address:	Association of American Medical Colleges 2450 N Street, NW, Washington, DC 20037	*and*	American Medical Association 515 North State Street, Chicago, IL 60610
Telephone:	(202) 828-0596		(312) 464-4933
Fax:	(202) 828-1125		(312) 464-5830
E-mail Address:	dstevens@aamc.org		frank_simon@ama-assn.org
Website:	*www.lcme.org*		*www.lcme.org*
Co-Secretaries:	David P. Stevens, M.D.		Frank A. Simon, M.D.
Date Founded:	1942		
Publications Information:	See Website.		

Composition of Accrediting Decision-Making Board

Composition: The Liaison Committee on Medical Education (LCME) is co-sponsored by the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association. Each sponsoring association appoints a Secretary and maintains an LCME office. The LCME is composed of 17 voting members, including 12 appointed by the sponsors, two medical students, two public members, and one Canadian member.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 141 (125 American, 16 Canadian)

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 74,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Comprehensive visits every seven years; interim visits vary in frequency.

Interim and/or Annual Reporting Requirements: Annual reporting of financing, student financial aid, and educational program characteristics required.

Stated Purpose of Accreditation: Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Midwifery Education Accreditation Council**
Scope:	Postsecondary institutions specializing in midwifery education, and programs within accredited institutions, leading to certificates and degrees in midwifery.
States/Countries within Scope:	United States.
Address:	220 West Birch Avenue, Flagstaff, AZ 86001
Telephone:	(520) 214-0997
Fax:	(520) 773-9694
E-mail Address:	meac@altavista.net
Website:	*www.meacschools.org*
Executive Director:	Mary Ann Baul
Date Founded:	1991
Publications Information:	Contact MEAC for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of two public members and eight professional members. Two-thirds of the members must be midwives. Professional members may include representatives of educational institutions for midwives, midwifery educators, and student midwives.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	10
Estimated Total Annual Headcount Enrollment in Accredited Institutions	300

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits occur once during an accreditation cycle, or as needed.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and preparation for licensing/certification examinations.

Contact Information

Name of Organization:	**Montessori Accreditation Council for Teacher Education**
Scope:	Montessori teacher education institutions and programs evaluated by the American Montessori Society Review Committee and the Independent Review Committee.
States and Countries within Scope:	United States, Canada, Croatia, England, Ireland, Korea, Mexico, South Africa, and Switzerland.
Address:	University of Wisconsin-Parkside 900 Wood Road, Box 2000, Kenosha, WI 53141-2000
Telephone:	(262) 595-3335; (888) 446-2283
Fax:	(262) 595-3332
E-mail Address:	warner@macte.org
Website:	*www.MACTE.org*
Executive Director:	Gretchen Warner
Date Founded:	1991
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 21 commissioners, three of whom are public representatives.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	92 institutions/programs offering a total of 134 certification courses.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	2,580

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits for renewal of accreditation required every seven years; interim visits as needed.
Interim and/or Annual Reporting Requirements:	Annual report required.
Stated Purpose of Accreditation:	Accreditation of Montessori teacher education programs and institutions.

Contact Information

Name of Organization:	**National Accrediting Agency for Clinical Laboratory Sciences**
Scope:	Degrees in clinical laboratory science/medical technology, clinical laboratory technician/ medical laboratory technician, pathologist assistant, histotechnologist, and histotechnician.
States/Countries within Scope:	United States.
Address:	8410 West Bryn Mawr Avenue, Suite 670, Chicago, IL 60631
Telephone:	(773) 714-8880
Fax:	(773) 714-8886
E-mail Address:	naacls@naacls.org
Website:	*www.naacls.org*
Executive Director:	Olive M. Kimball
Date Founded:	1973
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of eight individuals employed by member institutions, two business or community leaders, one laboratory professional, and two academic deans.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	620
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits once a cycle.
Interim and/or Annual Reporting Requirements:	Annual reports are required from every program. Interim reports are required for some between scheduled self-studies.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and preparation for certification examinations.

Contact Information

Name of Organization:	**National Architectural Accrediting Board, Inc.**
Scope:	Accreditation and candidacy for accreditation of bachelor's of architecture and master's of architecture programs. (NAAB is no longer eligible to be recognized by the USDE and has chosen not to apply to CHEA for recognition.)
States/Countries within Scope:	United States.
Address:	1735 New York Avenue, NW, Washington, DC 20006
Telephone:	(202) 783-2007
Fax:	(202) 783-2822
E-mail Address:	info@naab.org
Website:	*www.naab.org*
Executive Director:	Elliott Pavlos
Date Founded:	1940
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 13 directors, including three representatives of the AIA, three representatives of the ACSA, three representatives of the NCARB, two representatives of the AIAS, and two public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	112 schools in the United States offering professional programs in architecture.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	35,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Under a full term, visits are required every six years maximum.
Interim and/or Annual Reporting Requirements:	Annual report required.
Stated Purpose of Accreditation:	To assist programs in fulfilling the broad requirements of the profession of architecture and encourage the development of programs suited to the particular circumstances of each individual program.

Contact Information

Name of Organization:	**National Association of Industrial Technology**
Scope:	Associate and baccalaureate degree programs in industrial technology.
States/Countries within Scope:	United States.
Address:	3300 Washtenaw Avenue, Suite 220, Ann Arbor, MI 48104-4200
Telephone:	(734) 677-0720
Fax:	(734) 677-2407
E-mail Address:	nait@nait.org
Website:	*www.nait.org*
Executive Director:	Alvin E. Rudisill
Date Founded:	1967
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of six university representatives, six community college representatives, six industry representatives, representatives of program sponsors, one student, and three public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	90 baccalaureate programs, 194 programs/options in 50 baccalaureate institutions; 25 associate programs, 58 programs/options in 11 associate-level institutions. NAIT accredits only programs that are accredited by a regional accrediting agency.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	10,500

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits are required every four years for initially accredited institutions/programs. Visits are required every six years for reaccreditation.
Interim and/or Annual Reporting Requirements:	Reports are required when changes have occurred.
Stated Purpose of Accreditation:	To provide recognition of the attainment of certain professional goals and standards for industrial technology.

Contact Information

Name of Organization:	**National Association of Nurse Practitioners in Women's Health**
Scope:	Women's health nurse practitioner education programs.
States/Countries within Scope:	United States.
Address:	503 Capitol Court, NE, Suite 300, Washington, DC 20002
Telephone:	(202) 543-9693
Fax:	(202) 543-9858
E-mail Address:	npwhdc@aol.com
Website:	*www.npwh.org*
Executive Director:	Susan Wysocki
Date Founded:	1980
Publications Information:	Contact NPWH for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of five individuals employed by institutions within their jurisdiction, two nurse practitioner educators, one public member, and two expert clinical nurse practitioners.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/ Programs:	8
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	250

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every four years.
Interim and/or Annual Reporting Requirements:	Annual reports must be submitted within 30 days of the anniversary of initial accreditation. The report must include: progress toward correction of any stipulations made during a review; summary data on numbers of students enrolled and numbers completing the program, as well as numbers passing or failing the certification examination; and summaries of any needs assessments, graduate surveys, or program evaluations.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, preparation for licensure examination and certification, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**National Association of Schools of Art and Design Commission on Accreditation**
Scope:	Institutions and units within institutions offering degree and nondegree programs in art, design, or art/design-related disciplines.
States/Countries within Scope:	United States.
Address:	11250 Roger Bacon Drive, Suite 21, Reston, VA 20190
Telephone:	(703) 437-0700
Fax:	(703) 437-6312
E-mail Address:	shope@arts-accredit.org
Website:	*www.arts-accredit.org*
Executive Director:	Samuel Hope
Date Founded:	1944
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 11 elected members and two public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	219
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	109,757

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	First visit at five years; second visit varies at either five or ten years.
Interim and/or Annual Reporting Requirements:	Annual data report and organizational audit required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**National Association of Schools of Dance Commission on Accreditation**
Scope:	Institutions and units within institutions offering degree and nondegree programs in dance and dance-related disciplines.
States/Countries within Scope:	United States.
Address:	11250 Roger Bacon Drive, Suite 21, Reston, VA 20190
Telephone:	(703) 437-0700
Fax:	(703) 437-6312
E-mail Address:	shope@arts-accredit.org
Website:	*www.arts-accredit.org*
Executive Director:	Samuel Hope
Date Founded:	1981
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of four elected members and one public member.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	52
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	3,384

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	First visit at five years; second visit varies at either five or ten years.
Interim and/or Annual Reporting Requirements:	Annual data report and organizational audit required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Specialized & Professional

Contact Information

Name of Organization:	**National Association of Schools of Music Commission on Accreditation, Commission on Non-Degree-Granting Accreditation, and Commission on Community/Junior College Accreditation**
Scope:	Institutions and units within institutions offering degree and nondegree programs in music and music-related disciplines, including community and junior colleges and independent degree-granting and nondegree-granting institutions.
States/Countries within Scope:	United States.
Address:	11250 Roger Bacon Drive, Suite 21, Reston, VA 20190
Telephone:	(703) 437-0700
Fax:	(703) 437-6312
E-mail Address:	shope@arts-accredit.org
Website:	*www.arts-accredit.org*
Executive Director:	Samuel Hope
Date Founded:	1924
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The Commission on Non-Degree-Granting Accreditation is composed of three elected members and one public member. The Commission on Community/Junior Colleges is composed of three elected members and one public member. The Commission on Accreditation is composed of 18 elected members and three public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	576
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	94,307

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	First visit at five years; second visit varies at either five or ten years.
Interim and/or Annual Reporting Requirements:	Annual data or organizational audit report required.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Specialized & Professional

Contact Information

Name of Organization:	**National Association of Schools of Public Affairs and Administration Commission on Peer Review and Accreditation**
Scope:	Master's degree programs in public affairs, public policy, and administration.
States/Countries within Scope:	United States.
Address:	1120 G Street, NW, Suite 730, Washington, DC 20005
Telephone:	(202) 628-8965
Fax:	(202) 626-4978
E-mail Address:	naspaa@naspaa.org
Website:	*www.naspaa.org*
Executive Director:	Michael E. Brintnall
Academic Director:	Laurel L. McFarland
Date Founded:	1970
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 11 academics and one public member. Composition includes deans, directors, chairpersons, and faculty of member colleges and universities.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	135
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	14,648

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits every seven years. No interim visits required unless directed by the commission.
Interim and/or Annual Reporting Requirements:	Annual report required.
Stated Purpose of Accreditation:	To facilitate the continuing development and quality of public service education.

Contact Information

Name of Organization: **National Association of Schools of Theatre Commission on Accreditation**

Scope: Institutions and units within institutions offering degree and nondegree programs in theatre and theatre-related disciplines.

States/Countries within Scope: United States.

Address: 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190

Telephone: (703) 437-0700
Fax: (703) 437-6312
E-mail Address: shope@arts-accredit.org
Website: *www.arts-accredit.org*

Executive Director: Samuel Hope

Date Founded: 1969

Publications Information: See Website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of six elected members and one public member.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 120

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 17,900

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: First visit at five years; second visit varies at either five or ten years.

Interim and/or Annual Reporting Requirements: Annual data reports required.

Stated Purpose of Accreditation: Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**National Council for Accreditation of Teacher Education**
Scope:	Schools, colleges, and departments of education (professional education units) that prepare educators to staff P-12 schools.
States/Countries within Scope:	United States.
Address:	2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036-1023
Telephone:	(202) 466-7496
Fax:	(202) 296-6620
E-mail Address:	ncate@ncate.org
Website:	*www.ncate.org*
President:	Arthur E. Wise
Date Founded:	1954
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition: The executive board oversees all NCATE standards, policies, fiscal matters, selection and evaluation of the president, and the constitution. It is composed of 30 representatives, including the chairs of the other three boards, a public at-large representative, and a National Board for Professional Teaching Standards representative. The unit accreditation board determines the accreditation status of professional education units at colleges and universities. It is composed of 32 members; one-third are representatives from teacher education, one-third are teachers, one-sixth are state and local policymakers, and one-sixth are from professional specialty areas.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	512
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	312,000 full-time; 185,000 part-time.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits are made on a five-year cycle.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**National League for Nursing Accrediting Commission, Inc.**
Scope:	Programs in practical nursing and diploma, associate, baccalaureate, and higher degree nursing programs.
States/Countries within Scope:	United States.
Address:	61 Broadway, New York, NY 10006
Telephone:	(800) 669-1656 ext. 451; (212) 363-5555 ext. 153
Fax:	(212) 812-0390
E-mail Address:	bgrumet@nlnac.org
Website:	*www.nlnac.org*
Executive Director:	Barbara R. Grumet
Date Founded:	1997 (1952 antecedent organization)
Publications Information:	Contact NLNAC for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of nine individuals employed by member institutions, three public members of governing boards from nonmember institutions, and three business or community leaders.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	1,675
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	200 visits annually.
Interim and/or Annual Reporting Requirements:	Interim and annual reports required. Any substantial changes must be reported.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, public information about specific institutions or programs, and monitoring.

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Contact Information

Name of Organization:	**National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation**
Scope:	Baccalaureate programs in recreation, park resources, and leisure services.
States/Countries within Scope:	United States and Canada.
Address:	22377 Belmont Ridge Road, Ashburn, VA 20148-4501
Telephone:	(703) 858-2150
Fax:	(703) 858-0794
E-mail Address:	jhoughton@nrpa.org
Website:	*www.activeparks.org/education*
Accreditation Coordinator:	Jeanne Houghton
Date Founded:	NRPA founded 1965; Council on Accreditation founded 1974.
Publications Information:	Contact Jeanne Houghton at (703) 858-2150.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of ten members, including educators, educatio: administrators, and practitioners.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	100 institutions
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	8,800

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits required every five years.
Interim and/or Annual Reporting Requirements:	Annual report required.
Stated Purpose of Accreditation:	To ensure that university and college undergraduate curricula attain established standards of excellence in preparing graduates to serve the park and recreation profession.

Contact Information

Name of Organization:	**Society of American Foresters**
Scope:	Professional degrees in forestry (usually a bachelor of science degree in forestry and sometimes master's degree in forestry) and certification of two-year programs leading to an associate's degree in forest technology.
States/Countries within Scope:	United States and Canada.
Address:	5400 Grosvenor Lane, Bethesda, MD 20814
Telephone:	(301) 897-8720 ext. 119
Fax:	(301) 897-3690
E-mail Address:	harveym@safnet.org
Website:	*www.safnet.org*
Director:	Michelle Mauthe Harvey, Director of Science & Education
Date Founded:	1900
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of a committee of eight Society of American Foresters members not on the governing council, and one public representative appointed by the president.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	101 baccalaureate and above; 26 associate degree programs.
Estimated Total Annual Headcount Enrollment in Accredited Institutions	4,500 baccalaureate and above.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive on-site review at least every ten years.
Interim and/or Annual Reporting Requirements:	Interim status reports at least every five years. Notification required of substantive program changes occurring between reporting periods.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**Teacher Education Accreditation Council**
Scope:	Teacher education programs.
States/Countries within Scope:	United States and Puerto Rico.
Address:	One Dupont Circle, NW, Suite 320, Washington, DC 20036-1110
Telephone:	(202) 466-7236
Fax:	(202) 831-3013
E-mail Address:	teac@teac.org
Website:	*www.teac.org*
President:	Frank B. Murray
Date Founded:	1997
Publications Information:	See Website.

Composition of Accrediting Decision-Making Board

Composition:

The decision-making board, which acts only on the recommendation of an Accreditation Panel, is the Board of Directors. The Board is a self-perpetuating body that currently consists of 23 members, every seventh member of which must be a public member. These 23 members at present represent the following roles: presidents of colleges or professional associations, school superintendents, provost and vice president of academic affairs, school teachers, college professors and/or teacher educators, public members, and corporate CEO.

The Accreditation Panel is composed of seven members who are teacher educators, higher education faculty and administrators, P-12 educators, the public, education policymakers, education policy scholars, and or TEAC auditors.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	3
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	235

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits (audits) are required during the fourth or fifth year of initial accreditation and every tenth year of continuing accreditation.
Interim and/or Annual Reporting Requirements:	Annual reports, confirming the evidence upon which accreditation was granted, are required from those programs that have been either accredited, provisionally accredited, or pre-accredited (new program accreditation).
Stated Purpose of Accreditation:	To assure the public that there is evidence that graduates of the program have been prepared to be competent, caring, and qualified professional educators.

Contact Information

Name of Organization:	**United States Catholic Conference Commission on Certification and Accreditation**
Scope:	Postsecondary ministry education and clinical pastoral education programs.
States/Countries within Scope:	United States.
Address:	3195 South Superior Street, Milwaukee, WI 53207-3074
Telephone:	(414) 486-0139
Fax:	(414) 489-0006
E-mail Address:	uscc-caa@execpc.com
Website:	Not established.
Executive Director:	Sister Kay Sheskaitis, IHM
Date Founded:	1982
Publications Information:	Contact commission office at (414) 486-0139 or uscc-cca@execpc.com.

Composition of Accrediting Decision-Making Board

Composition:	Information not available at time of publication.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	33
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	5,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Clinical pastoral education programs are renewed for accreditation every ten years. Ministry formation programs are renewed every seven years.
Interim and/or Annual Reporting Requirements:	Annual report required.
Stated Purpose of Accreditation:	Review of accreditation for compliance with standards.

Recognized for Special Purposes: State Agencies and Accrediting Organizations

State Approval Agencies for Public Postsecondary Vocational and Nurse Education

The U.S. Secretary of Education recognizes some state approval agencies for the purpose of enabling schools or programs approved by these agencies to establish eligibility to participate in federal student aid (Title IV) programs. These state approval agencies are not considered accrediting agencies, but are considered the equivalent of accrediting agencies by the USDE only for this purpose.

Recognized State Agencies for the Approval of Public Postsecondary Vocational Education

Kansas Board of Regents
Joe Birmingham, Deputy Executive Director
700 SW Harrison, Suite 1410
Topeka, KS 66603-3760
Telephone: (785) 296-2210
Fax: (785) 296-0983
Website: *www.kansasregent.org*

Missouri State Board of Education
Robert E. Bartman, Commissioner of Education
Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102-0480
Telephone: (573) 751-4212
Fax: (573) 751-1179
Website: *www.dese.state.mo.us*

New York State Board of Regents
(Public Postsecondary Vocational Education Unit)
Richard Mills, Commissioner of Education
New York State Board of Regents
Public Postsecondary Vocational Education Unit
State Education Department
Albany, NY 12234
Telephone: (518) 474-5844
Fax: (518) 473-4909
Website: *www.nysed.gov*

Oklahoma Board Career and Technology Education
Ann Benson, State Director
1500 West Seventh Avenue
Stillwater, OK 74074-4364
Telephone: (405) 377-2000
Fax: (405) 743-5541
Website: *www.okvotech.org*

Oklahoma State Regents for Higher Education
Hans Brisch, Chancellor
Oklahoma State Regents for Higher Education
500 Education Building, State Capitol Complex
Oklahoma City, OK 73105-4500
Telephone: (405) 524-9120
Fax: (405) 524-9235
Website: *www.okhighered.org*

Puerto Rico Human Resources and Occupational Development Council
Professor Victor Fajardo, Secretary of Education
Human Resources and Occupational Development Council
Puerto Rico State Department of Education
PO Box 190759
San Juan, Puerto Rico 00919-0759
Telephone: (787) 763-2171
Fax: (787) 250-0275
E-mail: fajardo_v@de.prstar.net
Website: *www.de.prstar.net*

Utah State Board for Applied Technology Education
Steven O. Laing, State Superintendent of Public Instruction
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
Telephone: (801) 538-7510
Fax: (801) 538-7768
E-mail: slaing@usoe.k12.ut.us
Website: *www.usoe.k12.ut.us*

Recognized State Agencies for the Approval of Nurse Education

Iowa Board of Nursing
Lorinda K. Inman
Executive Director
Iowa Board of Nursing
State Capitol Complex
1223 East Court Avenue
Des Moines, IA 50319-0166
Telephone: (515) 281-3255
Fax: (515) 281-4825
Website: *www.state.ia.us/government/nursing*

Maryland Board of Nursing
Donna M. Dorsey, Executive Director
4140 Patterson Avenue
Baltimore, MD 21215
Telephone: (410) 585-1900
Fax: (410) 358-3530
Website: *www.dhmh.state.md.us/mbn*

Missouri State Board of Nursing
Marcia K. Flesner, Executive Director
PO Box 656
3605 Missouri Boulevard
Jefferson City, MO 65102
Telephone: (573) 751-0681
Fax: (573) 751-0075
Website: *www.ecodev.state.mo.us/pr/nursing*

Montana State Board of Nursing
Barbara Swehla, Executive Director
Arcade Building, 4C
111 North Jackson
PO Box 200513
Helena, MT 59620-0513
Telephone: (406) 444-2071
Fax: (406) 444-7759
E-mail: compolnur@state.mt.us
Website: *www.com.state.mt.us/license/pol/index.htm*

New Hampshire Board of Nursing
Joanne Farley, Executive Director
New Hampshire Board of Nursing
78 Regional Drive, Building B
PO Box 3898
Concord, NH 03302-3898
Telephone: (603) 271-2323
Fax: (603) 271-6605
Website: *www.state.nh.us/nursing/nursing.htm*

New York State Board of Regents
(Nursing Education Unit)
Richard Mills, Commissioner of Education
New York State Board of Regents
Nursing Education Unit
State Education Department
Albany, NY 12224
Telephone: (518) 474-5844
Fax: (518) 473-4909
Website: *www.nysed.gov*

Schools Commissions Recognized by the U.S. Secretary of Education for Postsecondary Programs

The U.S. Secretary of Education recognizes some schools accrediting agencies that accredit adult, nondegree, post-secondary education programs only for the purpose of enabling these programs to establish eligibility to participate in federal student aid (Title IV) programs.

North Central Association of Colleges and Schools, Commission on Schools
Kenneth E. Gose, Executive Director
Arizona State University
PO Box 873011
Tempe, AZ 85287-3011
Telephone: (800) 525-9517
Fax: (602) 965-9423
E-mail: kgose@nca.asu.edu
Website: *www.nca.asu.edu/*

Western Association of Schools and Colleges, Accrediting Commission for Schools
Donald G. Haught
533 Airport Boulevard, Suite 200
Burlingame, CA 94010
Telephone: (650) 696-1060
Fax: (650) 696-1867
E-mail: mail@acswasc.org
Website: *www.wascweb.org*

State Agency Recognized as an Accrediting Organization

The U.S. Secretary of Education recognizes one state higher education agency for the purpose of enabling institutions accredited by this agency to establish eligibility to participate in federal student aid (Title IV) programs.

New York State Board of Regents
Richard Mills, Commissioner of Education
State Education Department
The University of the State of New York
Albany, NY 12224
Telephone: (518) 474-5844
Fax: (518) 473-4909
Website: *www.nysed.gov*

Directory of
State Higher Education Executive Officers

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Alabama

Henry J. Hector, Executive Director
Alabama Commission on Higher Education
PO Box 302000
Montgomery, AL 36130-2000
(334) 242-2123
Fax: (334) 242-0268
hhector@ache.state.al.us

Alaska

Diane Barrans, Executive Director
Alaska Commission on Postsecondary Education
3030 Vintage Boulevard
Juneau, AK 99801-7109
(907) 465-6740
Fax: (907) 465-3293
diane_barrans@acpe.state.ak.us

Mark Hamilton, President
University of Alaska System
202 Butrovich Building
Fairbanks, AK 99775-5560
(907) 474-7311
Fax: (907) 474-6342
sypres@alaska.edu

Arizona

Linda Blessing, Executive Director
Arizona Board of Regents
2020 North Central Avenue, Suite 230
Phoenix, AZ 85004-4593
(602) 229-2506
Fax: (602) 229-2555
linda.blessing@asu.edu

Arkansas

Lu Hardin, Director
Arkansas Department of Higher Education
114 East Capitol
Little Rock, AR 72201
(501) 371-2032
Fax: (501) 371-2003
luh@adhe.arknet.edu

California

Warren H. Fox, Executive Director
California Postsecondary Education Commission
1303 J Street, #500
Sacramento, CA 95814-2938
(916) 445-1000
Fax: (916) 327-4417
wfox@cpec.ca.gov

Colorado

Timothy E. Foster, Executive Director
Colorado Commission on Higher Education
1300 Broadway, 2nd Floor
Denver, CO 80203
(303) 866-4034
Fax: (303) 860-9750
tim.foster@state.co.us

Connecticut

Valerie F. Lewis, Commissioner
Connecticut Department of Higher Education
61 Woodland Street
Hartford, CT 06105-2391
(860) 947-1811
Fax: (860) 947-1310
vlewis@ctdhe.org

Delaware

Marilyn B. Quinn, Executive Director
Delaware Higher Education Commission
820 North French Street, 5th Floor
Wilmington, DE 19801
(302) 577-3240
Fax: (302) 577-6765
mquinn@state.de.us

District of Columbia

Rolin Sidwell, Deputy Director
Office of Postsecondary Education
2100 Martin Luther King, Jr. Avenue, SE
Washington, DC 20020
(202) 698-2400
Fax: (202) 727-2739
rolin_s@hotmail.com

Florida

William B. Proctor, Executive Director
Florida Postsecondary Education Planning Commission
Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400
(850) 488-8533
Fax: (850) 922-5388
proctob@mail.doe.state.fl.us

Georgia

Stephen R. Portch, Chancellor
Board of Regents
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334
(404) 656-2202
Fax: (404) 651-9301
chancellor@mail.regents.peachnet.edu

Hawaii

Kenneth P. Mortimer, President
University of Hawaii
2444 Dole Street
Bachman Hall
Honolulu, HI 96822-2399
(808) 956-5280
Fax: (808) 956-5286
jimada@hawaii.edu

Idaho

Gregory G. Fitch
Executive Director for Higher Education
Idaho Board of Education
Len B. Jordan Building, Room 307
650 West State Street
Boise, ID 83720-0037
(208) 334-2270
Fax: (208) 334-2632
gfitch@osbe.state.id.us

This listing has been made available through the courtesy of the State Higher Education Executive Officers (SHEEO).

Illinois

Keith R. Sanders, Executive Director
Illinois Board of Higher Education
431 East Adams Street, 2nd Floor
Springfield, IL 62701-1418
(217) 782-2551
Fax: (217) 782-8548
sanders@ibhe.state.il.us

Indiana

Stanley G. Jones
Commissioner for Higher Education
Indiana Commission for Higher Education
101 West Ohio Street, #550
Indianapolis, IN 46204-1909
(317) 464-4400
Fax: (317) 464-4410
sjones@che.state.in.us

Iowa

Frank J. Stork, Executive Director
Board of Regents, State of Iowa
100 Court Avenue, #203
Des Moines, IA 50319
(515) 281-3934
Fax: (515) 281-6420
fstork@iastate.edu

Kansas

Kim Wilcox, Executive Director
Kansas Board of Regents
700 SW Harrison, #1410
Topeka, KS 66603-3760
(785) 296-3421
Fax: (785) 296-0983
kim@ksbor.org

Kentucky

Gordon K. Davies, President
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, #320
Frankfort, KY 40601-8204
(502) 573-1555
Fax: (502) 573-1537
gordon.davies@mail.state.ky.us

Louisiana

E. Joseph Savoie, Commissioner
Louisiana Board of Regents
150 Third Street, #129
Baton Rouge, LA 70801-1389
(225) 342-4253
Fax: (225) 342-9318
commish@regents.state.la.us

Maine

Terrence J. MacTaggart, Chancellor
University of Maine System
107 Maine Avenue
Bangor, ME 04401-1805
(207) 973-3205
Fax: (207) 973-3296
tjm@maine.edu

Maryland

Karen R. Johnson
Secretary of Higher Education
Maryland Higher Education Commission
16 Francis Street
Annapolis, MD 21401
(410) 260-4516
Fax: (410) 974-5313
kjohnson@mhec.state.md.us

Massachusetts

Judith I. Gill, Chancellor
Massachusetts Board of Higher Education
One Ashburton Place, #1401
Boston, MA 02108-1530
(617) 727-7785
Fax: (617) 727-6656
jgill@bhe.mass.edu

Minnesota

Robert K. Poch, Director
Minnesota Higher Education Services Office
1450 Energy Park Drive, #350
St. Paul, MN 55108-5227
(651) 642-0502
Fax: (651) 642-0675
poch@heso.state.mn.us

Mississippi

Thomas D. Layzell, Commissioner
Mississippi Institutions of Higher Learning
3825 Ridgewood Road
Jackson, MS 39211-6453
(601) 432-6623
Fax: (601) 432-6972
layzell@ihl.state.ms.us

Missouri

Kala M. Stroup, Commissioner
Missouri Coordinating Board for Higher Education
3515 Amazonas Drive
Jefferson City, MO 65109-5717
(573) 751-1876
Fax: (573) 526-0984
kala.stroup@mocbhe.gov

Montana

Richard A. Crofts
Commissioner of Higher Education
Montana University System
2500 Broadway
Helena, MT 59620-3101
(406) 444-0310
Fax: (406) 444-1469
rcrofts@oche.montana.edu

Nebraska

David R. Powers, Executive Director
Coordinating Commission for Postsecondary Education
140 North 8th Street, Suite 300
PO Box 95005
Lincoln, NE 68509-5005
(402) 471-0020
Fax: (402) 471-2886
dpowers@ccpe.state.ne.us

Nevada

Jane Nichols, Chancellor
University & Community College System of Nevada
2601 Enterprise Road
Reno, NV 89512
(775) 784-4901
Fax: (775) 784-1127
nichols@nevada.edu

New Hampshire

Kathryn G. Dodge, Executive Director
New Hampshire Postsecondary Education Commission
Two Industrial Park Drive
Concord, NH 03301-8512
(603) 271-2555
Fax: (603) 271-2696
kdodge@nhsa.state.nh.us

Stephen J. Reno
Chancellor
University System of New Hampshire
Dunlap Center
Durham, NH 03824-3563
(603) 868-1800
Fax: (603) 868-3021
sreno@unh.edu

New Jersey

James E. Sulton, Jr., Executive Director
New Jersey Commission on Higher Education
20 West State Street, PO Box 542
Trenton, NJ 08625-0542
(609) 984-2630
Fax: (609) 292-7225
jsulton@che.state.nj.us

New Mexico

Bruce D. Hamlett, Executive Director
New Mexico Commission on Higher Education
1068 Cerrillos Road
Santa Fe, NM 87501-4295
(505) 827-7383
Fax: (505) 827-7392
bhamlett@che.state.nm.us

New York

Gerald W. Patton
Deputy Commissioner for Higher Education
New York State Education Department
979 Education Building Annex
89 Washington Avenue
Albany, NY 12234
(518) 474-5851
Fax: (518) 486-2175
gpatton@mail.nysed.gov

North Carolina

Molly Corbett Broad, President
University of North Carolina-General Administration
PO Box 2688
Chapel Hill, NC 27515-2688
(919) 962-4622
Fax: (919) 843-9695
mbroad@ga.unc.edu

North Dakota

Larry Isaak, Chancellor
North Dakota University System
600 East Boulevard Avenue, Dept 215
Bismarck, ND 58505-0230
(701) 328-2963
Fax: (701) 328-2961
larry_isaak@ndus.nodak.edu

Ohio

Roderick G. W. Chu, Chancellor
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, OH 43266-0417
(614) 466-0887
Fax: (614) 466-5866
rchu@regents.state.oh.us

Oklahoma

Hans Brisch, Chancellor
Oklahoma State Regents for Higher Education
500 Education Building
State Capitol Complex
Oklahoma City, OK 73105-4500
(405) 524-9120
Fax: (405) 524-9235
hbrisch@osrhe.edu

Oregon

Joseph W. Cox, Chancellor
Oregon University System
PO Box 3175
Eugene, OR 97403-0751
(541) 346-5794
Fax: (541) 346-5764
joseph_cox@ous.edu

Pennsylvania

James H. McCormick, Chancellor
Pennsylvania State System of Higher Education
2986 North Second Street
Dixon University Center
Harrisburg, PA 17110-1201
(717) 720-4010
Fax: (717) 720-4011
jmccormi@sshechan.edu

George L. Shevlin
Deputy Secretary for Postsecondary & Higher Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-5041
Fax: (717) 783-5420
gshevlin@state.pa.us

Puerto Rico

Sandra Espada-Santos, Executive Director
Puerto Rico Council on Higher Education
PO Box 19900
San Juan, PR 00910-1900
(787) 725-2830
Fax: (787) 725-1275
sa_espada@ces.prstar.net

Rhode Island

William R. Holland
Commissioner of Higher Education
Rhode Island Board of Governors for Higher Education
301 Promenade Street
Providence, RI 02908-5748
(401) 222-6561
Fax: (401) 222-2545
wrholl@etal.uri.edu

South Carolina

Rayburn Barton, Executive Director
South Carolina Commission on Higher Education
1333 Main Street, #200
Columbia, SC 29201
(803) 737-2276
Fax: (803) 737-2297
rbarton@che400.state.sc.us

South Dakota

Robert T. Perry, Executive Director
South Dakota Board of Regents
306 East Capital Avenue, #200
Pierre, SD 57501-3159
(605) 773-3455
Fax: (605) 773-5320
tadp@ris.sdbor.edu

Tennessee

Richard G. Rhoda, Executive Director
Tennessee Higher Education Commission
404 James Robertson Parkway
Parkway Towers, Suite 1900
Nashville, TN 37243-0830
(615) 741-7563
Fax: (615) 741-6230
rrhoda@mail.state.tn.us

Texas

Don W. Brown, Commissioner
Texas Higher Education Coordinating Board
PO Box 12788, Capitol Station
Austin, TX 78711-2788
(512) 483-6101
Fax: (512) 483-6127
browndn@thecb.state.tx.us

Utah

Cecelia H. Foxley
Commissioner of Higher Education
Utah System of Higher Education
355 West North Temple
3 Triad Center, Suite 550
Salt Lake City, UT 84180-1205
(801) 321-7103
Fax: (801) 321-7156
cfoxley@utahsbr.edu

Vermont

Robert G. Clarke, Chancellor
Vermont State Colleges
PO Box 359
Waterbury, VT 05676
(802) 241-2533
Fax: (802) 241-3369
clarker@quark.vsc.edu

Vermont *(continued)*

Rebecca Martin, Acting President
University of Vermont
350 Waterman Building
85 South Prospect Street
Burlington, VT 05405-0160
(802) 656-3186
Fax: (802) 656-1363
rebecca.martin@uvm.edu

Virginia

Phyllis Palmiero, Executive Director
State Council of Higher Education for Virginia
101 North 14th Street
Richmond, VA 23219
(804) 225-2611
Fax: (804) 371-7911
palmiero@schev.edu

Washington

Marcus S. Gaspard, Executive Director
Washington Higher Education Coordinating Board
917 Lakeridge Way, PO Box 43430
Olympia, WA 98504-3430
(360) 753-7810
Fax: (360) 753-7808
marcg@hecb.wa.gov

West Virginia

J. Michael Mullen, Chancellor
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, #700
Charleston, WV 25301
(304) 558-4016
Fax: (304) 558-5719
mullen@hepc.wvnet.edu

Wisconsin

Katharine C. Lyall, President
University of Wisconsin System
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706
(608) 262-2321
Fax: (608) 262-3985
klyall@uwsa.edu

Wyoming

Philip L. Dubois, President
University of Wyoming
PO Box 3434, Room 206 Old Main
Laramie, WY 82071
(307) 766-4121
Fax: (307) 766-4126
pdubois@uwyo.edu

Bruce Snyder, Executive Director
Wyoming Community College Commission
2020 Carey Avenue, 8th Floor
Cheyenne, WY 82001
(307) 777-7763
Fax: (307) 777-6567
bsnyder@commission.wcc.edu

Regional Offices

John C. Hoy, President
New England Board of Higher Education
45 Temple Place
Boston, MA 02111
(617) 357-9620
Fax: (617) 338-1577
nebhe@nebhe.org

David A. Longanecker, Executive Director
Western Interstate Commission for Higher Education
PO Box 9752
Boulder, CO 80301-9752
(303) 541-0201
Fax: (303) 541-0291
dlonganecker@wiche.edu

David Murphy, President
Midwestern Higher Education Commission
1300 South Second Street, #130
Minneapolis, MN 55454
(612) 626-8288
Fax: (612) 626-8290
murph038@tc.umn.edu

Mark Musick, President
Southern Regional Education Board
592 Tenth Street, NW
Atlanta, GA 30318-5790
(404) 875-9211
Fax: (404) 872-1477
mark.musick@sreb.org

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Rankings	Address	Information/Comments
Educational Rankings Annual, 2001	Gale Group 835 Penobscot Bldg. Detroit, MI 48226 (800) 877-4253	• 4,600 rankings and lists compiled from educational and general interest public sources • Reports ranking methodologies including reputational rankings; citation analysis; faculty research and publication productivity; and statistical rankings of resources • Includes description of contents, basis for the rankings, the number of listees in the ranking source, and complete bibliographic information • Annual
The Gourman Report, 10th edition	*The Princeton Review* 2315 Broadway New York, NY 10024 (212) 874-8282	• Assigns precise numerical scores for institutions and programs • Secures information from institutions, programs, solicited reviews, public sources, and proprietary forecasts • Method of score calculation not disclosed • 1998 is most recent report
***Kiplinger's* A Degree of Value** ***Kiplinger's* Private Colleges Worth the Price**	*Kiplinger's Personal Finance* Magazine 1729 H Street, NW Washington, DC 20006 (202) 887-6400	• Collects data from Peterson's and Wintergreen-Orchard House and supplements them with its own statistical survey of public colleges • Ranks institutions based on selectivity, student outcomes, institutional characteristics, cost, and merit awards • Assigns greater weight to quality (60%) than to cost (40%) • Annual

Rankings	Address	Information/Comments
***Money* Magazine's Value Rankings**	*Money* Magazine Time and Life Building Rockefeller Center New York, NY 10020 (800) 633-9970	• Determines the highest quality education for the tuition charged • Administers a survey measuring quality by indicators such as high school grade point average (GPA), freshman retention rates, and faculty quality • Compares 16 indicators with each college's sticker price tuition and fees to arrive at a rating score • Includes rankings of specialty schools, public colleges, women's colleges, and institutions by geographic region • Annual
National Research Council's Doctorate Rankings	National Academy Press 2101 Constitution Avenue, NW Washington, DC 20418 (202) 334-3313 *www.nap.edu*	• Presents findings in its publication *Research-Doctorate Programs in the United States: Continuity and Change* • Bases criteria on the "scholarly" quality of program faculty and the program's effectiveness in educating research scholars/scientists • Collects data using a reputation survey sent to faculty asking their opinion on faculty and program quality at other institutions • 1995 is most recent report
***The Princeton Review's* Best 331 Colleges Ranked by Students for 2000**	*The Princeton Review* 2315 Broadway New York, NY 10024 (212) 874-8282	• Surveys institutions ranging from small colleges to the largest universities • Survey is based on student perceptions • Bases criteria on such components as schools with the best class discussions, readily available professors, and aesthetically pleasing campuses, etc. • Annual

Rankings	Address	Information/Comments
***U.S. News and World Report's* 2001 College Rankings**	U.S. News and World Report, Inc. 1050 Thomas Jefferson Street, NW Washington, DC 20007 (202) 955-2000	• Examines a broad cross section of institutions • Uses a statistical and reputation survey to collect data • Weights academic reputation most heavily (25% of the rating score) • Weights faculty resources and retention rates as 20% of the rating score, with graduation rate performance having the lowest weight (5%) • Annual
Yahoo! Internet Life America's Most Wired Colleges 2000	*www3.zdnet.com/yil/content/college/colleges99/chartintro.html*	• Surveys 3,600 accredited two-year and four-year institutions including community and vocational colleges • Focuses on finding colleges and universities with the widest array of networked technology • Collects data on access and infrastructure, administrative services, general resources, and student support • Adjusts weighting of criteria by category of institution • Ranks colleges on such measures as institutional training for faculty, average wait time for a computer in computer labs, and the school's hosting of student Web pages, etc. • Annual

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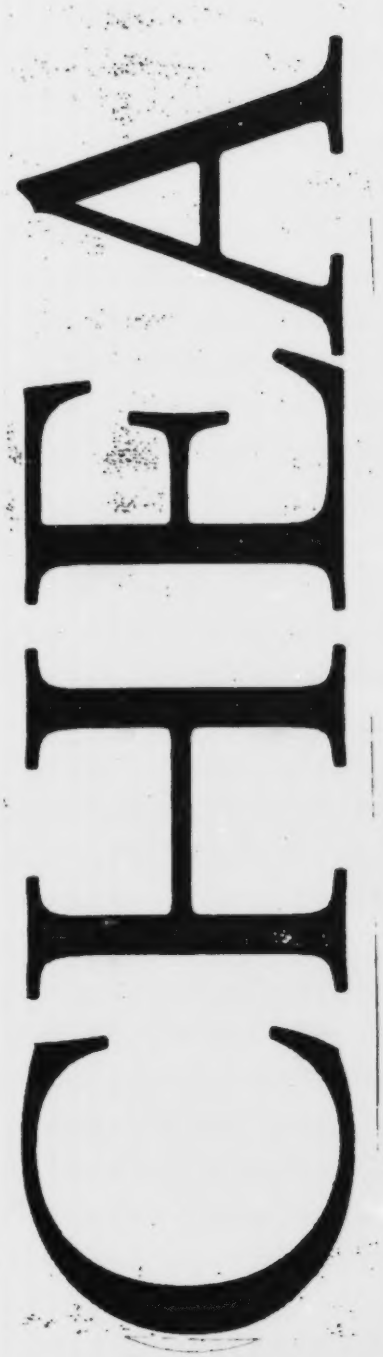

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Council for Higher Education Accreditation
One Dupont Circle, NW, Suite 510
Washington, DC 20036-1135
tel: (202) 955-6126
fax: (202) 955-6129
e-mail: chea@chea.org
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